

Items Approved by Education Council September 12, 2019

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Arts and Foundational Programs

GEOG 339 – 3 – 3

Physical Geography of Countries with Emerging Economies

New course

Rationale:

As an elective in Environmental studies and BBA program.

Calendar description:

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

Prerequisites:

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

Course outline:

GEOG 339 PHYSICAL GEOGRAPHY OF COUNTRIES WITH EMERGING ECONOMIES

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

Offered in the winter semester

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

121. 3 hours lecture per week.

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

LEARNING OUTCOMES

Upon completion of this course students will be able to

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

EVALUATION

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

SCHEDULE

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

STUDENT CONDUCT AND ACADEMIC

HONESTY

[https://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Legal+Affairs/Scholarly+Integrity+Policy.pdf](https://www.okanagan.bc.ca/Assets/Departments+(Administration)/Legal+Affairs/Scholarly+Integrity+Policy.pdf)

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

Introduction to course and the construction of story maps

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

- Day, T. (2017). Core themes in textbook definitions of physical geography. *The Canadian Geographer/Le Géographe canadien*, 61(1), 28-40.
- Day, T. (2017). The contribution of physical geographers to sustainability research. *Sustainability*, 9(10), 1851.
- Kerski, J. J. (2015). Geo-awareness, Geo-enablement, Geotechnologies, Citizen Science, and Storytelling: Geography on the World Stage. *Geography Compass*, 9(1), 14-26.
- McCord, G. C., & Sachs, J. D. (2015). Physical Geography and the History of Economic Development. *Faith & Economics*, 66, 11-43
- Reuveny, R., & Barbieri, K. (2014). On the effect of natural resources on interstate war. *Progress in Physical Geography*, 38(6), 786-806.

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

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

- Husain, M. (2014). *Geography of India*. Tata McGraw-Hill Education.
- Veeck, G., & Pannell, C. W. (2016). Physical Geographies. *China's Geography: Globalization and the Dynamics of Political, Economic, and Social Change*, 21.
- Vieira, B. C., Salgado, A. A. R., & Santos, L. J. C. (Eds.). (2015). *Landscapes and landforms of Brazil*. Springer.

Topography, land cover, and remote sensing

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

- Lew, A. A., & Han, G. (2015). A world geography of mountain trekking. *Mountaineering Tourism. UK: Routledge*, 19-39.
- Malik, I., Wistuba, M., Tie, Y., Owczarek, P., Woskowicz-Ślęzak, B., & Łuszczynska, K. (2017). Mass movements of differing magnitude and frequency in a developing high-mountain area of the Moxi basin, Hengduan Mts, China—A hazard assessment. *Applied Geography*, 87, 54-65.
- Rawat, J. S., & Kumar, M. (2015). Monitoring land use/cover change using remote sensing and GIS techniques: A case study of Hawalbagh block, district Almora, Uttarakhand, India. *The Egyptian Journal of Remote Sensing and Space Science*, 18(1), 77-84.
- Roy, P. S., Roy, A., Joshi, P. K., Kale, M. P., Srivastava, V. K., Srivastava, S. K., ... & Sharma, Y. (2015). Development of decadal (1985–1995–2005) land use and land cover database for India. *Remote Sensing*, 7(3), 2401-2430.
- Scherler, D., Bookhagen, B., & Strecker, M. R. (2014). Tectonic control on ¹⁰Be-derived erosion rates in the Garhwal Himalaya, India. *Journal of Geophysical Research: Earth Surface*, 119(2), 83-105.
- Zhang, Z., Wang, X., Zhao, X., Liu, B., Yi, L., Zuo, L., ... & Hu, S. (2014). A 2010 update of National Land Use/Cover Database of China at 1: 100000 scale using medium spatial resolution satellite images. *Remote Sensing of Environment*, 149, 142-154.
- Zhou, L., & Xiong, L. Y. (2017). Natural topographic controls on the spatial distribution of poverty-stricken counties in China. *Applied Geography*.

Weather and climate impacts

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

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

Bush, K. F., O'Neill, M. S., Li, S., Mukherjee, B., Hu, H., Ghosh, S., & Balakrishnan, K. (2014). Associations between extreme precipitation and gastrointestinal-related hospital admissions in Chennai, India.

Environmental Health Perspectives, 122(3), 249.

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

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

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

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

Climate change and GHG emissions

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

How can they reduce GHG emissions?

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

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

Hu, Q., Pan, F., Pan, X., Zhang, D., Li, Q., Pan, Z., & Wei, Y. (2015). Spatial analysis of climate change in Inner Mongolia during 1961–2012, China. *Applied Geography*, 60, 254-260.

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

Geocarto International, 32(2), 188-205.

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

Water resources

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

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

Chen, J., Wang, J., Guo, J., Yu, J., Zeng, Y., Yang, H., & Zhang, R. (2018). Eco-environment of reservoirs in China: characteristics and research prospects. *Progress in Physical Geography: Earth and Environment*, 0309133317751844.

Kang, R., & Kaur, D. (2018). Spatial pattern of ground water level changes in the irrigated agricultural region of Bist Doab, Punjab, India. *Singapore Journal of Tropical Geography*, 39(1), 75-89.

Machado, K. C., Grassi, M. T., Vidal, C., Pescara, I. C., Jardim, W. F., Fernandes, A. N., ... & Nunes, C. R. (2016). A preliminary nationwide survey of the presence of emerging contaminants in drinking and source waters in Brazil. *Science of the Total Environment*, 572, 138-146.

Singh, S. K., Ghosh, A. K., Kumar, A., Kislay, K., Kumar, C., Tiwari, R. R., ... & Imam, M. D. (2014). Groundwater arsenic contamination and associated health risks in Bihar, India. *International Journal of Environmental Research*, 8(1), 49-60.

Thomaz, E. L., Vestena, L. R., & Ramos Scharrón, C. E. (2014). The effects of unpaved roads on suspended sediment concentration at varying spatial scales—a case study from Southern Brazil. *Water and Environment Journal*, 28(4), 547-555.

Pollution – air water, and land

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

Carvalho, V. S. B., Freitas, E. D., Martins, L. D., Martins, J. A., Mazzoli, C. R., & de Fátima Andrade, M. (2015). Air quality status and trends over the Metropolitan Area of São Paulo, Brazil as a result of emission control policies. *Environmental Science & Policy*, 47, 68-79.

Guttikunda, S. K., & Kopakka, R. V. (2014). Source emissions and health impacts of urban air pollution in Hyderabad, India. *Air Quality, Atmosphere & Health*, 7(2), 195-207.

Guttikunda, S. K., Goel, R., Mohan, D., Tiwari, G., & Gadepalli, R. (2015). Particulate and gaseous emissions in two coastal cities—Chennai and Vishakhapatnam, India. *Air Quality, Atmosphere & Health*, 8(6), 559-572.

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

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

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

Rivers

Rivers are vital for fisheries habitat, water supply, transportation, and for energy production. Rivers are also a threat when they flood. Dams have been a mainstay in the industrialization process, but are they

effective, and what are the economic risks, and unintended environmental consequences of river modification?

Fu, B. J., Wu, B. F., Lü, Y. H., Xu, Z. H., Cao, J. H., Niu, D., ... & Zhou, Y. M. (2010). Three Gorges Project: Efforts and challenges for the environment. *Progress in Physical Geography*, 34(6), 741-754.

Hrbek, T., da Silva, V. M. F., Dutra, N., Gravena, W., Martin, A. R., & Farias, I. P. (2014). A new species of river dolphin from Brazil or: how little do we know our biodiversity. *PLoS one*, 9(1), e83623.

Latrubesse, E. M., Arima, E. Y., Dunne, T., Park, E., Baker, V. R., d'Horta, F. M., ... & Ribas, C. C. (2017). Damming the rivers of the Amazon basin. *Nature*, 546(7658), 363.

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

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

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

Coastlines

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

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

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

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

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

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

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

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

Soil

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

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

Jharkhand, India.

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

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

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

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

Milne, E., Banwart, S. A., Noellemeyer, E., Abson, D. J., Ballabio, C., Bampa, F., ... & Black, H. (2015). Soil carbon, multiple benefits. *Environmental Development*, 13, 33-38.

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

Urban expansion

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

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

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

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

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

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

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

Environmental restoration

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

Latawiec, A. E., Strassburg, B. B., Brancalion, P. H., Rodrigues, R. R., & Gardner, T. (2015). Creating space for large-scale restoration in tropical agricultural landscapes. *Frontiers in Ecology and the Environment*, 13(4), 211-218.

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

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

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

Qu, S., Wang, L., Lin, A., Zhu, H., & Yuan, M. (2018). What drives the vegetation restoration in Yangtze

River basin, China: Climate change or anthropogenic factors?. *Ecological Indicators*, 90, 438-450.

Implementation date: September 2019

Cost: N/A

LSSM 020 – 110 hours

Life Skills Supported Access

Course revision:

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

Rationale:

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

Calendar description:

Existing:

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

Proposed:

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

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Successful completion of PACE Program (80% average) and recommendation of ASE and Vocational instructors, OR recommendation of ASE and Vocational instructors based on one or more of the following: 1. previous attendance in ASE program and recommendation from the instructor 2. previous attendance in an AACP fundamental program and recommendation from the instructor 3. recommendation from an agency/advocacy group or high school 4. recommendation from employer or work experience supervisor (recommendations must indicate clear and realistic vocational goals supported by prior experience).	Enrolment in the SAME program.
Corequisites	-	For students in the SAME program, LSPM 027.

Implementation date: September 2019

Cost: N/A

LSPM 027 – 220 hours**Employment Connection****Course revision:**

- **Calendar description**
- **Prerequisites**
- **Corequisites**
- **Hours**

Rationale:

OC Calendar language does not reflect the revision approved by EDCO on Jan 17 2013. This program revision is to add correct hours. The other change is to add in clarified prerequisite and corequisite information.

Calendar description:

Existing:

Employment Connection will provide individualized and small group community access and employment support for ASE students in their next environment as they leave Okanagan College. Content will include the practical application of skills taught in PACE and SAME. Based on individual need, skills may include job search and job maintenance, community awareness, assertiveness skills, communication skills, stress management, problem solving skills, conflict resolution, and anger management skills. Students will be supported to develop the attitudes, values, and behaviours of successful employees.

Proposed:

Employment Connection will provide individualized and small group community access and employment support for ASE students in their next environment as they leave Okanagan College. Content will include the practical application of skills taught in PACE and SAME. Based on individual need, skills may include job search and job maintenance, community awareness, assertiveness skills, communication skills, stress management, problem solving skills, conflict resolution, and anger management skills. Students will be supported to develop the attitudes, values and behaviours of successful employees. Hours of study may be 110 hours or 220 hours.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Registration in or successful completion of PACE or SAME Program (corequisite).	Enrolment in or successful completion of the PACE Program or Enrolment in the SAME program
Corequisites	-	For students in the SAME program, LSSM 020

Hours:

Existing	Proposed
220	110 or 220

Implementation date: September 2019

Cost: N/A

SAME (Supported Access to Modified Education)

Program revision:

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

Rationale:

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

Program description:

Existing:

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

Proposed:

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

Admission requirements:

Existing	Proposed
<p>Students who have completed the PACE program: Students may continue into the SAME program based on successful completion of PACE at the SAME standard (80% average) and recommendation of the ASE instructor and the receiving instructor.</p> <p>Applicants without PACE Completion: Students may enter directly into the SAME program on the recommendation of the ASE instructor and the receiving instructor provided that they meet the PACE Admission Requirements, have an established record of student success behaviours, have a clear and realistic vocational goal based on prior work experience in a field directly related to the chosen SAME Program, and that space is available. Students who are enrolled in or have completed the PACE Program will be given priority access. Students wishing to enter the SAME program must have specific documentation of disability which indicates that the student cannot meet the entry criteria for a regular Okanagan College program and/or</p>	<p>Students who have completed the PACE program Students may continue into the SAME program based on successful completion of PACE at the SAME standard (80% average) and recommendation of the ASE instructor, the ASE Chair and conditional acceptance of the receiving department's Dean and Chair. A student's program will be developed with the ASE SAME Liaison, the ASE Chair and the receiving Dean and or Chair.</p> <p>Applicants without PACE Completion Students may enter directly into the SAME program on the recommendation of the ASE instructor and the receiving instructor provided that they meet the PACE Admission Requirements, have an established record of student success behaviours, have a clear and realistic vocational goal based on prior work experience in a field directly related to the chosen SAME Program, or demonstrated a strong interest in a particular academic area, and that space is available. Students who are enrolled in or have completed the PACE Program will be given priority access. All students wishing to enter the SAME program must have specific documentation of disability which indicates that the student cannot meet the entry criteria for a regular Okanagan College program or course and/or cannot be successful in an unmodified form of a regular program or course, even with support. Documentation must include one of the following:</p> <ul style="list-style-type: none"> · Psycho-educational assessment (current within 5 years) · Educationally specific documentation from a physician or medical specialist

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

LSSM 020, LSPM 027

Implementation date: September 2019

Cost: N/A

Science Technology and Health Programs

Bachelor of Science in Nursing Program (BSN)

Program revision:

- Admission requirements

Rationale:

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

Admission requirements:

Existing:

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

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

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

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

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

English 12 with minimum 70% or alternatives.

Math requirement:

A minimum of 50% in any of:

Foundations of Mathematics Grade 12

Pre-Calculus Grade 11

Principles of Mathematics 11

Adult Basic Education MATH 011

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

Approved Grade 12 Courses

The following courses are approved Grade 12 courses:

Advanced Placement courses

International Baccalaureate courses

American Sign Language 12

Arabic 12

B.C. First Nations Studies 12

Biology 12

Calculus 12

Chemistry 12

Computer Information Systems 12

Computer Programming 12

Croatian 12

Economics 12

English Literature 12

Francais Langue 12 or French 12 (but not both)

Geography 12

Geology 12

German 12

Halq'emeylem 12

Heiltsuk 12

History 12

Hul'q'umi'num 12

Italian 12

Japanese 12

Korean 12

Kwak'wala 12

Liqwala/Kwak'wala 12

Law 12

Mandarin 12

nsiyxcen (Okanagan Language) 12

Ntekepmxcin 12
Nuu-chah-nulth 12
Physics 12
Principles of Mathematics 12 or Pre-calculus 12 (but not both)
Punjabi 12
Russian 12
Secwepemctsin (Shuswap Language) 12
Shashishalhem (Sechelt Language) 12
Sm'algyax 12
Sim'algaxhl Nisga'a 12
Social Justice 12
Spanish 12
Sustainable Resources 12
Tsek'ene 12
Upper St'at'imcets 12
Courses taught in French can be used for admission, but Francais 12 cannot be used in place of English 12.
All courses must be completed by June.

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

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

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

Chemistry 12 or an equivalent Provincial Level Adult Basic Education Chemistry course; and

One other approved Grade 12 course.

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

Applicants applying to the program with university-level course work

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

ENGL 100, ENGL 150, ENGL 151, or ENGL 153

MATH 120, MATH 112, or MATH 122

CHEM 112, CHEM 111, or CHEM 121

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Requirements - All Applicants

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

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

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

A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.

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

Program requirements: The following information will be collected on the first day of class by the instructor:

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

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

Measles Vaccine - If born between 1957 and 1970, you should have proof of two live measles vaccinations, documentation of physician-diagnosed measles or laboratory evidence of immunity. If you already received one dose of measles vaccine, a second dose of vaccine is recommended and is given as Measles Mumps (MMR) vaccine.

Polio Vaccine - Primary immunization with inactivated poliomyelitis vaccine (IPV) is indicated for all who have not had a primary course of poliovirus vaccine (OPV or IPV). If you have not been given a full primary course, you should have the series completed with IPV regardless of the interval since the last dose. Booster doses of IPV are not required in Canada.

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

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

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

Flu Immunization - Annual Flu immunization is recommended.

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

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

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

Proposed:

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

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

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

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

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

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

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

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

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

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

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

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

Ranking Process

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

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

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

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

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

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

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

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

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

Implementation date: October 2019

Cost: N/A

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

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

1. Objective of the Agreement:

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

2. General Covenant:

The parties hereby agree to maintain membership in the BCCNP.

3. Requirements for Student Eligibility under this Agreement:

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

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

In addition to the above requirements, OC student admission to UBCO's Bachelor of Science in Nursing program is subject to the applicable University of British Columbia general and program-specific admission requirements set out in UBCO's Okanagan Academic Calendar entry, as amended from time to time, accessible at:

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

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

4. Application Process

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

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

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

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

5. Program Limits:

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

6. Curriculum:

OC will:

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

UBCO will:

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

any changes to the Bachelor of Science in Nursing degree program that are anticipated or approved; and

- d. Provide OC access to the curriculum of Year 1 and Year 2 of the UBCO Bachelor of Science in Nursing program to facilitate the development of the OC program.

7. Tuition:

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

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

8. Professional Membership:

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

9. Notices:

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

To UBCO:

Dean, Faculty of Health and Social Development 3333

University Way

Kelowna BC, V 1V 1V7

Fax: 250-807-9865

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

Dean, Science, Technology and Health 1000 KLO

Road

Kelowna, BC

V IV 4X8

FAX: 250-862-5430

10. Implementation and Review:

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

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

program at UBCO.

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

11. Term and Termination:

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

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

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

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

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

12. Confidentiality

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

13. Intellectual Property

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

14. General

- a. **Academic independence.** Each party acknowledges that the other party is solely responsible for its academic standards and decisions related to the provision of the Bachelor of Science in Nursing program conducted by that party.
- b. **Entire agreement.** This Agreement is the entire agreement between these parties and no amendment of this Agreement will be valid unless such amendment is in writing and signed by both parties.

- c. **Assignment.** No party will assign its rights and/or obligations under this Agreement without the prior written consent of the other party.
- d. **Relationship of the Parties.** Nothing in this Agreement will be considered to constitute a joint venture, partnership, or employment relationship between the parties.
- e. **Severability.** If a provision of this Agreement is determined to be invalid or unenforceable by a court of competent jurisdiction, such provision will be severed, and all other provisions will remain in full force provided that the original intent of this Agreement is preserved in all material respects.
- f. **Waiver.** No waiver will be inferred or implied by anything done or omitted by the parties save only an express waiver in writing.
- g. **Governing law.** This Agreement will be governed by and construed under the laws of British Columbia and the applicable laws of Canada without reference to its conflict of law rules. Any action or proceeding brought to enforce the terms of this Agreement will be brought in a court in Vancouver, British Columbia, and the parties hereby consent and submit to the exclusive jurisdiction of such court.
- h. **Enuring Effect.** This Agreement will be binding upon and will enure to the benefit of the parties and each of their respective successors and permitted assigns.
- i. **Counterparts.** This Agreement may be executed in separate counterparts, each of which when so executed and delivered will be deemed to constitute an original, but all of which together will constitute one and the same document.