

## Items approved by Education Council December 7, 2017

<b>Executive:</b> J Hamilton, A Hay, C Kushner, R Eby
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<b>Registrar's Office:</b> J Muskens, A Hickey, L Rozniak, C Schneider, K Otke
<b>Public Affairs:</b> A Coyle
<b>Library:</b> R Tyner
<b>Student Services:</b> J Coble
<b>OC Students Society:</b> Presidents, OC Student Union and Kalamalka Student Union
<b>Education Council:</b> C Newitt, D Marques

### Science Technology and Health Programs

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

#### Animation Diploma

##### Program revision:

- Addition of courses
- Program description
- Program outline

##### Rationale:

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

##### Program description:

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

Features include a state of the art classroom in the new Innovation Centre in downtown Kelowna, the latest technology in the field of digital animation, and comprehensive drawing classes taught by industry professionals to develop artistic skills, technical dexterity and creative thinking. Industry standard production scenarios and professional practices mimic the production pipeline. Core courses include 2D, digital 2D and 3D animation, life drawing, character design, storyboard and layout design. Animation history, communications and an introduction to business functions are also studied.

- Successful graduates complete a professional quality, industry-focused demo reel showcasing their design and digital animation skills, preparing them for a career in British Columbia's (B.C.'s) booming entertainment industry.
- Program Goals:
- Focus on applied learning: from pencil to digital, graduating animators and not just operators.
- Deliver a curriculum which balances artistic skills, industry techniques and applied technology.
- Maintain close relationships with the industry.
- Train artists for a successful career in the 2D or 3D animation industry.

Skill sets taught in the Animation program are also applicable to careers in the fields of computer games, multimedia, web design, television and feature film.

**Program outline:**

## Animation Program Outline

Current	Proposed
Year 1	Year 1
<b>Semester One</b>	<b>Semester One</b>
ANIM 111 Life Drawing I	ANIM 111 Life Drawing I
ANIM 112 Animation Principles I	ANIM 112 Animation Principles I
ANIM 114 Layout and Design I	ANIM 114 Layout and Design I
ANIM 116 Character Design I	ANIM 116 Character Design I
ANIM 120 Animation History	ANIM 120 Animation History
CMNS 101 Communication Fundamentals	CMNS 101 Communication Fundamentals
<b>Semester Two</b>	<b>Semester Two</b>
ANIM 121 Life Drawing II	ANIM 121 Life Drawing II
ANIM 122 Animation Principles II	ANIM 122 Animation Principles II
ANIM 124 Layout and Design II	ANIM 124 Layout and Design II
ANIM 126 Character Design II	ANIM 126 Character Design II
ANIM 127 Storyboarding I	ANIM 127 Storyboarding I
	Intersession (May- Aug)
	<b>ANIM 101 (Optional) Co-op</b>
Year 2	Year 2
<b>Semester Three</b>	<b>Semester Three</b>
ANIM 211 Life Drawing III	ANIM 211 Life Drawing III
ANIM 212 Animation Principles III	ANIM 212 Animation Principles III
ANIM 214 Layout and Design III	ANIM 214 Layout and Design III
ANIM 216 Character Design III	ANIM 216 Character Design III
ANIM 217 Storyboarding II	ANIM 217 Storyboarding II
<b>Semester Four</b>	<b>Semester Four</b>
ANIM 221 Life Drawing IV	ANIM 221 Life Drawing IV
ANIM 222 Animation Principles IV	ANIM 222 Animation Principles IV
ANIM 230 Demo Reel Production	ANIM 230 Demo Reel Production
CMNS201	CMNS201

**Implementation date:** January 2018**Costs:** n/a

## Arts and Foundational Programs

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

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

- Prerequisites

**Rationale:**

The rationale is the same for each of the revisions.

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

**Prerequisites:**

	<b>Current</b>	<b>Proposed</b>
<b>Prerequisites</b>	CMNS 100 or CMNS 110 or second-year standing required	3 credits CMNS or second-year standing required

**Implementation date:** January 2018

**Costs:** n/a

## Science Technology and Health Programs

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

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

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

#### **Course revision:**

- Description
- Title – correct spelling error

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

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

Also offered by Distance Education

#### **Proposed:**

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

**Implementation date:** September 2018

**Costs:** n/a

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

#### **Course revision**

- Course description

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

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

Also offered by Distance Education

#### **Proposed:**

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

**Implementation date:** September 2018

**Costs:** n/a

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

#### **Course revision**

- Course description

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

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

Also offered by Distance Education

#### **Proposed:**

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

**Implementation date:** September 2018

**Costs:** n/a

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

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

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

#### **Course revision:**

- Description

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

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

Also offered by Distance Education

#### **Proposed:**

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

**Implementation date:** September 2018

**Costs:** n/a

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

#### **Course revision**

- Course description

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

Learners are introduced to a whole systems thinking approach to the development of green buildings which includes: modern and vernacular design strategies, the human needs for comfort and shelter, heat transfer and loss, building form, bioclimatic design, passive heating and cooling, green roofs and walls, daylighting, and ultra-low energy buildings. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)

Also offered by Distance Education

#### **Proposed:**

Learners are introduced to a whole systems thinking approach to the development of green buildings which includes: modern and vernacular design strategies, the human needs for comfort and shelter, heat transfer and loss, building form, bioclimatic design, passive heating and cooling, green roofs and walls, daylighting, and ultra-low energy buildings. (3,0,0)

**Implementation date:** September 2018

**Costs:** n/a

### **SCMT 144 – 3 – 3      Sustainable Methods and Technologies**

#### **Course revision**

- Course description

#### **Rationale:**

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

#### **Calendar description:**

#### **Current:**

Learners study construction technologies and methods that reduce or eliminate the environmental impacts of construction activities and projects. Methods and technologies include low impact development, wastewater and rainwater systems, high performance building envelopes, waste segregation and recycling, and natural building methods. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)

Also offered by Distance Education

#### **Proposed:**

Learners study construction technologies and methods that reduce or eliminate the environmental impacts of construction activities and projects. Methods and technologies include low impact development, wastewater and rainwater systems, high performance building envelopes, waste segregation and recycling, and natural building methods. (3,0,0)

**Implementation date:** September 2018

**Costs:** n/a

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

- SCMT 223      Introduction to Sustainability Assessment
- SCMT 224      Greening existing Infrastructure
- SCMT 226      Renewable Energy Technologies

### **SCMT 223 – 3 – 3      Sustainable Materials**

#### **Course revision:**

- Description

**Rationale:**

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

**Calendar description:****Current:**

Learners identify and select suitable materials and design methods to meet project sustainability goals including low emitting materials, use of renewable, recycled, regional materials, and cradle-to-cradle design. Learners review materials through lifecycle building assessment and environmental product declarations, and design high performance building envelope systems. Learners are also introduced to developing and presenting a business case for sustainable materials. This course is offered as blended learning, which includes face-to-face and online delivery. (2,1,0)

Also offered by Distance Education

**Proposed:**

Learners identify and select suitable materials and design methods to meet project sustainability goals including low emitting materials, use of renewable, recycled, regional materials, and cradle-to-cradle design. Learners review materials through life-cycle building assessment and environmental product declarations, and design high performance building envelope systems. Learners are also introduced to developing and presenting a business case for sustainable materials. (2,1,0)

**Implementation date:** September 2018

**Costs:** n/a

**SCMT 224 – 3 – 3      Green Building Principles****Course revision**

- Course description

**Rationale:**

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

**Calendar description:****Current:**

Learners examine the issues, techniques and processes that are involved in sustainably renewing the existing built environment. Topics include restorative design, building performance studies, building commissioning, improving energy and water efficiency, limiting (re)construction waste, improving indoor environmental quality supporting sustainable operations, passive survivability, consideration of renewable energy sources, and post-occupancy evaluations. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)

Also offered by Distance Education

**Proposed:**

Learners examine the issues, techniques and processes that are involved in sustainably renewing the existing built environment. Topics include restorative design, building performance studies, building commissioning, improving energy and water efficiency, limiting (re)construction waste, improving indoor environmental quality supporting sustainable operations, passive survivability, consideration of renewable energy sources, and post-occupancy evaluations. (3,0,0)

**Implementation date:** September 2018

**Costs:** n/a

**SCMT 228 – 3 – 3      Renewable Energy Technologies****Course revision**

- Course description

**Rationale:**

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

**Calendar description:****Current:**

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

Also offered by Distance Education

**Proposed:**

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

**Implementation date:** September 2018

**Costs:** n/a

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

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

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

**Course revision:**

- Description

**Rationale:**

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

**Calendar description:**

**Current:**

Learners perform an advanced investigation into how the design and development procedures of construction projects can be improved to meet Owner Project Requirements (OPRs) and sustainability goals. Learners, drawing experience from previous courses, develop their own sustainable design proposals and present these in a financial format suitable for consultant review and appropriate for developers/owners. This course is offered as blended learning, which includes face-to-face and online delivery. (0,0,0)

Also offered by Distance Education

**Proposed:**

Learners perform an advanced investigation into how the design and development procedures of construction projects can be improved to meet Owner Project Requirements (OPRs) and sustainability goals. Learners, drawing experience from previous courses, develop their own sustainable design proposals and present these in a financial format suitable for consultant review and appropriate for developers/owners. (3,0,0)

**Implementation date:** September 2018

**Costs:** n/a

**SCMT 238 – 3 – 3 Sustainable Business Case**

**Course revision**

- Course description

**Rationale:**

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

**Calendar description:**

**Current:**

Learners are introduced to the fundamentals of business cases and Intellectual Property Law. Learners conduct feasibility studies that review the functional, technical and operational feasibility of a service or product proposed

to the construction industry. Learners also conduct an economic analysis of whole life costs, simple paybacks and life cycle assessments in order to assess the financial, environmental, and social impacts of the proposed service or product. This course is offered as blended learning, which includes face-to-face and online delivery. (3,0,0)  
Also offered by Distance Education

**Proposed:**

Learners are introduced to the fundamentals of business cases and Intellectual Property Law. Learners conduct feasibility studies that review the functional, technical and operational feasibility of a service or product proposed to the construction industry. Learners also conduct an economic analysis of whole life costs, simple paybacks and life cycle assessments in order to assess the financial, environmental, and social impacts of the proposed service or product. (3,0,0)

**Implementation date:** September 2018

**Costs:** n/a

**SCMT 244 – 3 – 3      Regenerative Design**

**Course revision**

- Course description

**Rationale:**

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

**Calendar description:**

**Current:**

Learners explore the fundamentals of ecosystems which promote designs for regeneration. Learners are taught the fundamentals of regenerative approaches to sustainable development and design which include place and potential, regenerative capacity, partnering with place, and progressive harmonization. Underlying topics include biomimicry, biomimetic, restorative design, and regenerative design and development. This course is offered as blended learning, which includes face-to-face and online delivery. (0,0,0)

Prerequisites:

- SCMT 228<sup>1</sup>

<sup>1</sup> minimum grade of 60 required

Also offered by Distance Education

**Proposed:**

Learners explore the fundamentals of ecosystems which promote designs for regeneration. Learners are taught the fundamentals of regenerative approaches to sustainable development and design which include place and potential, regenerative capacity, partnering with place, and progressive harmonization. Underlying topics include biomimicry, biomimetic, restorative design, and regenerative design and development. (3,0,0)

**Implementation date:** September 2018

**Costs:** n/a

**Motion: That Education Council approves the new certificate program: Sustainability Studies Post-Diploma Certificate as recommended by the CPRC – STH:**

**Sustainability Studies Post-Diploma Certificate**

**Rationale:**

The Sustainable Studies Post-Diploma Certificate provides students with the knowledge in the field of sustainable practices to meet the construction industry's focus in this area. This certificate allows students to use their related education and/or industry experience as a foundation for the program that will build their expertise in the area of sustainability. The blended learning format allows students to work while taking the program and increases access as the program minimizes the time the student is required to be on campus.

**Calendar description:**

This Post-Diploma Sustainability studies Certificate is designed to meet the industry demand for practitioners who are seeking specialization in sustainable construction. This certificate allows students to use their related

education and/or industry experience as a foundation for the program that will build their expertise in the area of sustainability. Graduates will play a leading role in the construction industry and will have the knowledge to deliver projects that achieve high sustainability performance and contribute to the economic, environmental, and social well-being of communities.

The program consists of four 13-week terms, with 11 courses taken over a two year period. Each term includes an intensive residency consisting of several days and is followed by twelve weeks of synchronous instruction using technology.

**Admission requirements:**

Completion of a diploma or degree in a minimum of one of the following subject areas: construction management, engineering, architecture, interior design, city/urban planning, or urban design.

**Graduation requirements:**

Successful completion of the prescribed 11 courses (33 credits) as listed in the program outline with a minimum graduating grade average of 60%.

**Program table:**

Year 1 – Fall Semester

- \* SCMT 114 - Sustainability & Ethics in Construction (3 credits)
- \* SCMT 124 - Sustainability & the Built Environment (3 credits)

Year 1 – Winter Semester

- \*SCMT 132 - Introduction to Sustainability Assessments (3 credits)
- \*SCMT 134 – Green Building Principles Environment (3 credits)
- \*SCMT 144 – Sustainable Methods & Technologies (3 credits)

Year 2 – Fall Semester

- \*SCMT 223 – Sustainable Materials (3 credits)
- \*SCMT 224 – Greening Existing Infrastructure (3 credits)
- \*SCMT 228 – Renewable Energy Technologies (3 credits)

Year 2 – Winter Semester

- \*SCMT 238 – Sustainable Business Case (3 credits)
- \*SCMT 234 – Sustainable Design & Development (3 credits)
- \*SCMT 244 – Regenerative Design (3 credits)

\* These courses are offered through blended learning, which includes face-to face and synchronous instruction using technology. The face-to face component consists of an intensive 2-3 day delivery during the first week of classes. After the intensive hours are completed during the first week, these courses will be delivered online over the remaining twelve weeks of each term.

**Implementation date:** September 2018

**Costs:** standard SCMT tuition rate will apply to this credential

## Business and Commercial Aviation Programs

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

### VITT 200 Viticulture Technician Co-op

**Rationale:**

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

**Calendar description:**

The Co-op placement will provide students with experience in the workplace setting as well as provide good indicators of industry standards and expectations.

**Prerequisites:** VITT 170

Additional information:

- 12 - 16 weeks of full time work of 7 hours per day.
- Minimum 12 weeks x 35 hours/week = 420 hours
- Hours could vary depending on the viticulture cycle.

**Implementation date:** January 2018

**Costs:** Co-op application and registration fees.

**Motion: That Education Council approves the program revision: Viticulture Technician Diploma as recommended by the CPRC – BUS:**

### Viticulture Technician Diploma

**Program revision:**

- Addition of courses

**Rationale:**

Inclusion of VITT 200 - Co-op Course in the Viticulture Technician Diploma Program.

**Program description:**

**Add the following statement to the existing program description.**

The Co-op placement will engage students in a workplace environment, providing opportunities to learn and experience industry standards and expectations.

**Program outline:**

Current	Proposed
<p><b>Year 1 Fall</b>            VITT 130 Introduction to Viticulture            VITT 140 Viticulture Technology            BIOL 120 The Biology of the Grapevine            GEOG 110 The Geography of Viticulture            One of:            MATH 112 Calculus I            MATH 120 Pre-Calculus            MATH 122 Calculus II            STAT 121 Elementary Statistics</p> <p><b>Year 1 Winter</b>            VITT 150 Vineyard Health and Nutrition            VITT 160 Irrigation and Trellis Systems for Vineyards            VITT 170 Vineyard Operations            One of (not incl. course taken previously):            MATH 112 Calculus I            MATH 120 Pre-Calculus            MATH 122 Calculus II            STAT 121 Elementary Statistics            One of:</p>	<p><b>Year 1 Fall</b>            VITT 130 Introduction to Viticulture            VITT 140 Viticulture Technology            BIOL 120 The Biology of the Grapevine            GEOG 110 The Geography of Viticulture            One of:            MATH 112 Calculus I            MATH 120 Pre-Calculus            MATH 122 Calculus II            STAT 121 Elementary Statistics</p> <p><b>Year 1 Winter</b>            VITT 150 Vineyard Health and Nutrition            VITT 160 Irrigation and Trellis Systems for Vineyards            VITT 170 Vineyard Operations            One of (not incl. course taken previously):            MATH 112 Calculus I            MATH 120 Pre-Calculus            MATH 122 Calculus II            STAT 121 Elementary Statistics            One of:</p>

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

**Costs:** n/a

## Continuing Studies Programs

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

### Education Assistant Certificate Program revision

- Program description
- Program outline
- Revision of courses

#### Rationale:

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

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

#### Program description:

The 447-hour Education Assistant Program prepares learners to work as Education Assistants in schools as part of an educational team. Education Assistants work under the instructional supervision of classroom teachers and School District administrators while supporting the learning and independence of children who benefit from additional assistance in meeting their educational goals.

Learners are introduced to the organizational structure of schools and the role of Education Assistants in the classroom. Specific topics include general educational principles with particular attention to individualized instruction, cooperative learning and the importance of creating a positive learning environment. Learners develop and practice the skills necessary to implement modifications and adaptations of curriculum.

#### Courses to be changed:

CURRENT	
Description	This 447 hour program prepares students to work as Education Assistants in a school setting with an emphasis on working as part of a team. The Education Assistant works under the instructional supervision of classroom teachers and employment supervision of other School and District level staff. Duties include helping to implement the Individualized Education Plan (IEP) that has been developed by the team for individual children with exceptionalities in the areas of: cognitive abilities, physical challenges, severe health issues, behavioural challenges, autism and related disorders. This program includes both theoretical studies and practical applications in such areas as understanding school curriculum and developing strong observation and related skills while working with children who have severe challenges. As well, it will encourage the imagination and creative ability of each student in the program. Graduates of this program are well prepared to facilitate and support the learning and independence of children who require extra assistance in meeting their educational goals.
PROPOSED	
Description	The 447-hour Education Assistant Certificate Program prepares learners to work as Education Assistants in School Districts as part of an educational team. Education Assistants work under the instructional supervision of teachers, principals and School District administrators while supporting the learning and independence of children who require additional support in meeting their educational goals.

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

**CURRENT – NO CHANGES BEING PROPOSED**

Admission Requirements	<ul style="list-style-type: none"> <li>• 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.</li> <li>• A minimum grade of 60% in Computer Fundamentals or equivalent.</li> <li>• A minimum grade of 60% in one of English 12, English 12 First Peoples, Technical and Professional Communications (TPC) 12, or an equivalent Provincial Level ABE English course; or a minimum score of 24/40 (Level 4) on the Language Proficiency Index (LPI) test. Note: Communications 12 is not acceptable.</li> <li>• 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.</li> </ul>
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**PROPOSED**

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

Graduation Requirements	Students must pass the practicum and attain a minimum grade of 60% in all other courses in the program.
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**PROPOSED**

Graduation Requirements	Same as current.
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**CURRENT**

Code	EA 111
Name	School Organization
Hours	12
Description	This course is an introduction to the organizational structure and administration of schools with an emphasis on the school and the community. The role of Education Assistants in the classroom and school, their relationships with other professional groups and constituencies, ministerial categories, and funding structures will be addressed.

Learning Outcomes	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify characteristics of organizations.</li> <li>• Demonstrate an understanding of the organization and administration of the public school system.</li> <li>• Explain the role of the school in the community.</li> <li>• Demonstrate an understanding of interagency communication.</li> <li>• Explain the rights and responsibilities of Education Assistants.</li> <li>• Discuss the role of education assistant in the classroom.</li> <li>• Demonstrate an understanding of how students are identified for special education services and how the school based team functions with regard to identification and support.</li> <li>• Identify supporting community organizations and roles of these organizations with regard to students with exceptionalities.</li> <li>• Describe the various roles and their functions within the school system.</li> <li>• Describe the values, knowledge and skills required of a special education assistant.</li> <li>• Describe the basic laws, policies and regulations that govern the work of education assistants.</li> </ul>
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**PROPOSED**

Code	EA 111
Name	School Organization
Hours	12
Description	This course provides an introduction to the organizational structure and administration of School Districts. Particular attention is given to the role of Education Assistants in the classroom and school, relationships with other community service providers, ministerial categories and funding structures are all course topics.
Learning Outcomes	<p>At the conclusion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• explain the organizational structure of their local School District.</li> <li>• define the role of Education Assistants in the classroom and schools.</li> <li>• explain the rights and responsibilities of an Education Assistant to the children and to the school setting.</li> <li>• discuss how interagency communication can be used to support students.</li> <li>• describe how students are identified and funded for special education services.</li> </ul>

**CURRENT**

Code	EA 112
Name	Introduction to Exceptional School Children
Hours	30
Description	This course includes a review of the development of child psychology; approaches to the education of exceptional children; and an introduction to general educational principles with particular attention on individualized instruction; cooperative learning and the importance of creating a positive learning environment. Understanding the differences between intellectually-challenged, neurologically-impaired and learning-disabled students will be included.
Learning Outcomes	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the major theories of child development.</li> <li>• Demonstrate an understanding of social influences on the development of social/emotional maturity in children.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Demonstrate a basic understanding of psycho-social and biological influences on human behaviour.</li> <li>• Demonstrate an understanding of basic educational theory and practices.</li> <li>• Discuss the history of special education and how it impacts the current role of the Education Assistant.</li> <li>• Demonstrate an understanding of the need for differentiated curriculum, an awareness of learning differences and how learner differences can impact access to the curriculum.</li> <li>• Research, write down ideas, present information and lead discussions in an organized and effective manner.</li> </ul>
<b>PROPOSED</b>	
Code	EA 112
Name	Education and Child Development
Hours	30
Description	
Learning Outcomes	<p>At the conclusion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• provide an overview of three major theories of child development.</li> <li>• explain how social and biological influences can affect child development.</li> <li>• provide examples of how educational practices can support learning.</li> <li>• explain why individualized approaches to learning are required for some students.</li> </ul>

<b>CURRENT</b>	
Code	EA 113
Name	Workshop I
Hours	60
Description	<p>This course includes basic training in personal care skills including: manual and mechanical lifts, transfers, positioning and handling techniques, back care, safety with medications, observation and documentation, seizure management, and first aid with a focus on school scenarios. Exposure to catheter care, feeding, toileting with a focus on professionalism and the importance of communication in personal care are an important part of this course. Basic student skills such as study techniques and time management will also be covered. Observation and/or informational interviews with individuals currently working in the field will be required and documentation skills will be evaluated.</p>
Learning Outcomes	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• <b>No learning outcomes</b></li> </ul>

<b>PROPOSED</b>	
Code	EA 113
Name	Workshop
Hours	120
Description	Learners explore current and relevant topics that prepare them for work as an Education Assistant.
Learning Outcomes	<p>At the conclusion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• discuss a variety of relevant topics that influence the role and practices of Education Assistants.</li> <li>• identify an array of tools that support Education Assistants in their practice.</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the types of supports and availability of supports to Education Assistants and how to access them.</li> <li>• outline the common signs of distress and burn out among Education Assistants.</li> <li>• identify some strategies that could be used to support their self-care as a professional.</li> <li>• identify health and safety legislation that is relevant to the work of Education Assistants.</li> </ul>
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<b>CURRENT</b>	
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Code	EA 114
Name	Behaviour Management
Hours	30
Description	An introduction to a variety of behaviour theories will create a foundation for students as they focus on development of tactics to effectively manage inappropriate behaviours. Students will review the range of behaviours and how they may relate to both exceptional and typical students.
Learning Outcomes	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the current and historical theories of human learning and behavior.</li> <li>• Delineate approaches for influencing behavior of students with special education designations as well as behavior of typical students.</li> <li>• Demonstrate knowledge and skill in the ability to proactively respond to student behavior.</li> <li>• Demonstrate skill in observing, recording and analyzing student behavior.</li> <li>• Demonstrate an understanding of how ADD, ADHD, ASD and other brain-based conditions can affect student behavior/life experience and demonstrate skill in applying appropriate proactive strategies.</li> <li>• Demonstrate understanding of functional behaviour analysis and the role it plays in behavioural assessment.</li> <li>• Demonstrate an understanding of behavioural plans and safety plans.</li> <li>• Demonstrate low level, assertive and empathic response skills</li> <li>• Demonstrate the ability to problem solve within the context of behaviour management.</li> <li>• Demonstrate group facilitation skills</li> </ul>

<b>PROPOSED</b>	
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Code	EA 114
Name	Translating and Supporting Behaviour
Hours	30
Description	This course provides learners with a theoretical foundation for understanding how students communicate through behaviour. Learners gain skills in observing and identifying causes and purposes for behaviours. Strategies and information for positively supporting behaviours are also provided.
Learning Outcomes	<p>At the conclusion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate that behaviour is communication.</li> <li>• use a minimum of three behavioural theories to identify strategies to support specific behaviour using a case study.</li> <li>• discuss why a “strengths based” approach is used in education.</li> <li>• identify strategies that encourage positive behaviours.</li> </ul>

	<ul style="list-style-type: none"> <li>describe verbal and non-verbal communication skills that de-escalate behaviour.</li> <li>identify some of the general neurological underpinnings of behaviour.</li> </ul>
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**CURRENT**

Code	EA 115
Name	Implementing and Integrating Curriculum
Hours	48
Description	Understanding the IEP, its implementation and the Education Assistant's role in the execution of a student's individual plan will be included. Development of skills necessary to carry out modifications or adaptations of curriculum to meet the needs of special education students are the focus. Practice in implementing adapted and modified activities, unit plans, and daily plans will enable the student to gain both confidence and experience in a college classroom setting.
Learning Outcomes	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the differences between adaptations and modifications.</li> <li>Demonstrate an understanding of parallel programming.</li> <li>Demonstrate an understanding of the Individualized Education Plan process.</li> <li>Define the role of Education Assistants in the development and implementation of Individualized Education Plans.</li> <li>Prepare and demonstrate age-appropriate practical resources for classroom use.</li> <li>Adapt and modify classroom activities and materials to meet the diverse needs of exceptional learners.</li> <li>Demonstrate an awareness of strategies that enable exceptional students to learn and to achieve.</li> <li>Describe and demonstrate elements of successful collaborative communication strategies as they apply to education and the exceptional learner.</li> </ul>

**PROPOSED**

Code	EA 115
Name	Implementing and Integrating Curriculum
Hours	48
Description	This course provides learners with an overview of an Education Assistant's role in the implementation of core competencies, curriculum and a student's IEP (Individualized Education Plan). Learners develop the skills required to implement modifications and adaptations of curriculum to meet the unique needs of students.
Learning Outcomes	<p>At the conclusion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>identify differences between adaptations and modifications and when they are most commonly used.</li> <li>discuss the development and implementation process for Individualized Education Plans.</li> <li>describe the role of Education Assistants in the development and implementation of Individualized Education Plans.</li> <li>prepare an age-appropriate practical resource that an Education Assistant could use in the classroom for curriculum and core competencies.</li> <li>adapt a classroom activity to meet the needs of a student with particular characteristics.</li> </ul>

<b>CURRENT</b>	
Code	EA 116
Name	Technology in Special Education
Hours	21
Description	This practical introduction to computers in the school system will include familiarization with common applications, including operating systems, word processing, spreadsheets, file management, and presentation software. Internet research techniques and some exposure to special education software will be included.
Learning Outcomes	By the end of this course students will be able to: <ul style="list-style-type: none"> <li>• <b>No Learning Outcomes</b></li> </ul>
<b>PROPOSED</b>	
Code	EA 116
Name	Technology in Education
Hours	21
Description	This course introduces learners to the use of technology in education and how it can enhance the learning experience. Learners explore commonly used applications and online educational resources.
Learning Outcomes	<ul style="list-style-type: none"> <li>• At the conclusion of this course, learners will be able to:</li> <li>• describe how Education Assistants can use technology to enhance learning experiences.</li> <li>• identify applications currently being used in School Districts.</li> <li>• demonstrate how an Education Assistant could use an online educational resource to support their work with students.</li> <li>• describe the role of the Education Assistant in supporting children with the use of technology.</li> </ul>

<b>CURRENT</b>	
Code	EA 121
Name	Issues in Education
Hours	12
Description	This course will consist of an introduction to key educational issues that impact the role of the Education Assistant with an emphasis on the principles of inclusion.
Learning Outcomes	By the end of this course students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the concept of "Inclusion" as it relates to the participation of students with exceptionalities in school communities.</li> <li>• Demonstrate an understanding of 21<sup>st</sup> Century Learning and its effects on the learning and achievement of students with exceptionalities.</li> <li>• Describe school leadership and define the role that leadership plays in dealing with current educational issues.</li> <li>• Demonstrate an understanding of the education assistant's role in advocacy.</li> <li>• Demonstrate an understanding of the roles that gender plays in education and in the support of students with exceptionalities.</li> <li>• Demonstrate an understanding of bullying, intimidation and harassment and the destructive influences these behaviors have in school systems and in students' lives.</li> <li>• Demonstrate an understanding of current best practices in dealing with bullying, intimidation and harassment.</li> <li>• Demonstrate skill in collaborative problem solving.</li> </ul>

<b>PROPOSED</b>	
Code	EA 121
Name	Issues in Education
Hours	12
Description	This course introduces key educational issues that can impact the role of the Education Assistant with an emphasis on the principles of inclusion.
Learning Outcomes	<p>At the conclusion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• explain the concept of inclusion as it relates to the participation of students in schools.</li> <li>• describe the Education Assistant's role in advocating for children and families within the school system.</li> <li>• identify strategies that reduce bullying, intimidation and harassment.</li> <li>• discuss the impact of an external issue on the school system as it relates to the work of Education Assistants.</li> </ul>

<b>CURRENT</b>	
Code	EA 122
Name	Exceptional School Children
Hours	54
Description	This course will focus on the study of adolescents and the role of the schools in the education of exceptional children. Educational approaches, current practices, issues, and the role of Education Assistants in the education of students with exceptionalities are included. Awareness of the range of syndromes, disorders and disabilities will be a focus.
Learning Outcomes	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• An understanding of the learning characteristics associated with the above-listed exceptionalities.</li> <li>• Skills used in applying such knowledge to the adaptation and modification of learning materials.</li> <li>• Evidence of thoughtful consideration regarding how they plan to integrate knowledge regarding specific exceptionalities into their future practice as education assistants.</li> <li>• Skill in observing and recording student learning behavior.</li> <li>• Skill in using information from observations and consultations with teachers to plan for assisting students with exceptionalities in school settings.</li> <li>• Competence in applying knowledge of exceptional learning characteristics in educational contexts.</li> <li>• Understanding of social/emotional characteristics of students who have the above-listed exceptionalities.</li> <li>• Understanding of methods and approaches to management of social/emotional issues of students with exceptionalities in school settings.</li> </ul>

<b>PROPOSED</b>	
Code	EA 122
Name	Supporting Educational Domains
Hours	54
Description	This course provides learners with an overview of disorders, syndromes, disabilities and challenges that affect children and adolescents. The course provides strategies to create a successful learning environment using a strength based approach and appreciation of different learning

	styles. Learners are also provided with strategies to support the cultural, social, emotional, cognitive and physical health of students.
Learning Outcomes	<p>At the conclusion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>describe a minimum of three characteristics of a disorder, syndrome, disability or challenge.</li> <li>identify strategies that support the social, cultural, emotional, cognitive and physical health of a student.</li> <li>describe the impact that a child's social, cultural, emotional, cognitive and physical health can have on their ability to learn.</li> <li>describe a minimum of three strategies that can be used to create a successful learning environment.</li> <li>using a case study, demonstrate the types of observations that are used to identify and build on a student's strengths to increase learning opportunities and success.</li> </ul>

<b>CURRENT</b>	
Code	Eliminate 2 <sup>nd</sup> workshop course and only have one (120 hr workshop component)
Name	
Hours	
Description	
Learning Outcomes	
<b>PROPOSED – Move to 1 workshop section</b>	
Code	
Name	
Hours	
Description	

<b>CURRENT</b>	
Code	EA 124
Name	Practicum
Hours	120
Description	Practicum experiences by individual arrangement.
Learning Outcomes	<p>By the end of this course students will be able to:</p> <ul style="list-style-type: none"> <li>No Learning Outcomes</li> </ul>
<b>PROPOSED</b>	
Code	EA 124
Name	Practicum
Hours	120
Description	The practicum provides the learner with an opportunity to integrate theory into practice at one of the approved practicum sites.
Learning Outcomes	<p>At the conclusion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>work cooperatively with a school-based team to provide appropriate support for students.</li> <li>communicate with staff and students using effective verbal and written communication skills.</li> <li>apply problem-solving strategies to assist students in achieving success.</li> </ul>

**Proposed date of implementation:** September 2018

**Costs:** n/a

**Motion: That Education Council approves the new certificate program: PeriAnesthesia Nursing Certificate as recommended by the CPRC –STH:**

**PeriAnesthesia Nursing Certificate  
New certificate program**

**Rationale:**

Okanagan College in collaboration with Interior Health identified the need for an educational program to educate PeriAnesthesia Nurses. Not only is there a local need for this education, but it could also serve the Province of British Columbia and provinces across Canada. As the nursing population ages and experienced and appropriately-educated nurses retire, they will need to be replaced with appropriately-educated nurses. The current shortage will continue to worsen, resulting in the inability to staff surgical recovery rooms, followed by an increasing backlog of elective surgeries and potential safety concerns for emergency surgeries. The proposed PeriAnesthesia program will also prepare nurses to write the national exam and receive the designation of PeriAnesthesia Nurse Certified (Canada) (PANC(C) in this recognized area of practice through the Canadian Nurses Association (CNA).

**Purpose of Program**

- 1) To address the current and future regional/provincial and potentially national employment shortage by educating PeriAnesthesia nurses.

*Regional Need*

Interior Health (IH) has indicated there is a growing need for PeriAnesthesia nurses and Okanagan College has responded to this need by initiating the development of this program. IH is anticipating 50+ nurses will need to be educated in the PeriAnesthesia program to address the retirement and attrition forecasted over the next four years. IH has indicated there is interest in the program from the Northern Health Authority (NHA) as well as Provincial Health Services (PHSA).

*Provincial Need*

According to the Canadian Institute of Health Information's Quick Stats, retrieved on October 7, 2016 from <https://www.cihi.ca/en/quick-stats>, BC ranked third in Canada for high-volume surgeries in 2014-15. Many of those are age-related surgeries such as hip and knee replacements and coronary artery angioplasty. With BC's population aging at a rate faster than the Canadian average, it is likely that BC will remain highly ranked in surgery volume. The need for specialty trained PeriAnesthesia Nurses to work throughout BC will remain high.

- 2) To provide a Provincial PeriAnesthesia program that focuses on the specific competencies required for the practice area.  
Currently there is a lack of programming in British Columbia to address PeriAnesthesia competencies specifically. Vancouver Community College (VCC) had a program; however, it is no longer being offered. The British Columbia Institute of Technology (BCIT) offers a Critical Care Specialty program which contains PeriAnesthesia care; however, it is in the context of a much larger specialty area. Neither of these two programs address the current educational needs for nurses wishing to complete PeriAnesthesia specific education. Further, while there are some workshops and short courses listed on the CNA website, they are neither comprehensive in scope nor specific to PeriAnesthesia. Currently, IH supports students who take an out of province critical care program that includes a component on PeriAnesthesia and has an extended practicum. Vancouver Coastal uses the BCIT program which is also a critical care program with a PeriAnesthesia component and Northern Health provides in-house training.
- 3) To provide standardized education based on nationally approved standards - National Association of PeriAnesthesia Nurses of Canada (NAPANc) recognized by the CNA.  
The program will use the NAPANc standards and competencies as a framework for curriculum development. This ensures that all PeriAnesthesia nurses have been educated on the same inclusive and comprehensive standards.
- 4) To prepare currently practicing registered nurses with the formal post-basic course component required in order to write the Canadian Nurses Association (CNA) Specialty area exam of PeriAnesthesia Nursing (option B).

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

- 5) To increased access to comprehensive PeriAnesthesia education.

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

#### **Calendar description:**

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

#### **Admission requirements:**

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

#### **Program Requirements:**

- Results of tuberculin testing done no more than six months before the date of application, with evidence of appropriate follow up if the test was positive.
  - Up-to-date Immunization Record based on vaccinations listed below. Please provide a photocopy of your completed immunization record; this record will be kept in your student file. Applicants are advised that, if they choose not to complete this recommended immunization schedule, any outbreak of an infectious disease can have serious implications for their practice experience because of a requirement by the Health Authority that all those not immunized remain outside of the practice area.
- 1. Tetanus and Diphtheria Toxoid (Td)** - Booster doses of Td are recommended every 10 years, or as a minimum at least once during adult life.
  - 2. Measles Vaccine** - 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.
  - 3. 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.
  - 4. Rubella Vaccine** - If you do not have documented immunity as described above under Measles, you should be vaccinated with MMR, unless there are contraindications.
  - 5. Hepatitis B Vaccine** - Recommended because of potential exposure to blood or body fluids, as well as increased risk of penetrating injuries.
  - 6. Varicella Vaccine** - Indicated for those who do not have either reliable history of disease or serologic evidence of immunity.
  - 7. Flu Immunization** - Annual Flu immunization is recommended.

#### **Graduation requirements:**

Students must pass the practicum and attain a minimum grade of 70% in each of the other courses in the program.

**Program table:**

PAR 101: PERIANESTHESIA NURSING - 7 hours  
PAR 102: RESPIRATORY CARE - 21 hours  
PAR 103: CARDIOVASCULAR CARE - 21 hours  
PAR 104: NEUROLOGICAL CARE - 21 hours  
PAR 105: GENERAL ANESTHESIA - 21 hours  
PAR 106: REGIONAL ANESTHESIA - 21 hours  
PAR 107: ADMISSIONS AND DISCHARGE - 14 hours  
PAR 108: PAIN MANAGEMENT AND PONV - 21 hours  
PAR 109: POST-OPERATIVE COMPLICATIONS - 28 hours  
PAR 110: SPECIALTY POPULATIONS - 21 hours  
PAR 111: PRACTICUM - 225 hours  
TOTAL: 421 Hours

**PAR 101 Perianesthesia Nursing - 7 hours / 1 week**

This course introduces the learner to the standards of practice, regulations and implementation of best practice required by the perianesthesia nurse.

**Learning Outcomes**

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

- Explain the scope of practice in a perianesthesia environment
- Summarize the phases of recovery(1, 2 and 3) as per the NAPAN standards
- Employ NAPAN standards to guide professional practice of care in a perianesthesia setting
- Apply the learned principles of critical thinking in the PAR setting

**PAR 102 Respiratory Care - 21 hours /3 weeks**

This course will introduce learners to the specific respiratory needs of the client in the perianesthesia setting. Topics covered will include: concepts of oxygen delivery, airway management and ventilation, ABG analysis, pharmacological interventions and pulmonary disorders.

Prerequisites: PAR 101

**Learning Outcomes**

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

- Compare and contrast various oxygen delivery methods
- Demonstrate methods of airway maintenance and describe situations in which they would be utilized
- Develop a working knowledge of mechanical ventilator modes using blood gases as a tool to adjust the parameters
- Formulate a plan of care for patients with mechanical and non-mechanical airways
- Summarize indications for intubation and extubation

**PAR 103 Cardiovascular Care - 21 hours / 3 weeks**

This course provides the learner with a comprehensive understanding of hemodynamics principles and monitoring.

**Learning Outcomes**

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

- Explain the clinical correlation between the physiology of the cardiovascular system and hemodynamic monitoring in the perianesthesia setting
- Interpret changes in hemodynamic values and predict appropriate interventions
- Analyze arrhythmias and anticipate symptomology and interventions
- Use learned hemodynamic concepts in the set-up and monitoring of invasive lines

**PAR 104      Neurological Care - 21 hours /3 weeks**

This course will enable the learner to conduct a thorough neurological assessment of the perianesthesia client. While the focus will be on neurosurgical clients, consideration of neurological disorders will also be discussed.

**Learning Outcomes**

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

- Describe the components of a thorough neurological assessment
- Describe the specific care needs of clients with neurological conditions
- Categorize neurosurgical procedures
- Explain the principles of intracranial pressure
- Interpret changes in neurological status

**PAR 105      General Anesthesia - 21 hours / 3 weeks**

This course is a comprehensive overview of pre-anesthetic assessments, intra-operative anesthetic basics with a focus on understanding balanced general anesthesia. Monitored anesthesia care (MAC) and procedural sedation will also be discussed.

**Learning Outcomes**

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

- Describe the components of the pre-anesthetic assessment
- Describe the goals of general anesthesia
- Summarize the components of a balanced general anesthetic
- Compare the various inhalational anesthetic agents
- Select the indications and summarize the application of procedural sedation and MAC

**PAR 106      Regional Anesthesia - 21 hours / 3 weeks**

This course explores the application of local anesthetics in the various modes of regional anesthesia. Learners will acquire knowledge of various regional anesthesia techniques from cutaneous and topical to peripheral nerve blocks and neuroaxial anesthesia.

**Learning Outcomes**

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

- Develop an understanding of the various types of regional anesthesia
- Describe the care of a patient with a regional anesthetic
- Plan for potential complications and adverse effects of regional anesthesia

**PAR 107      Admissions and Discharge - 14 hours / 2 weeks**

This course teaches learners to conduct a thorough admission assessment and provide Phase 1 post-anesthesia care according to the NAPAN standards for practice. This course also provides guidelines for transitioning to Phase 2 post-anesthesia care.

**Learning Outcomes**

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

- Plan a thorough admission assessment
- Practice immediate Phase 1 care as per NAPAN standards
- Interpret client readiness for discharge from Phase 1 to Phase 2 recovery or to an appropriate level of care

**PAR 108      Pain Management and PONV - 21 hours / 3weeks**

This course focuses on pain management and post-operative nausea and vomiting (PONV) and their treatment in Phase 1 post anesthesia settings.

**Learning Outcomes**

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

- Demonstrate a thorough pain assessment
- Contrast acute and chronic pain states
- Compare the methods of action and apply usage of multi modal pain control
- Explain the deleterious effects of untreated pain

- Categorize patients at risk for PONV
- Formulate a plan of care to treat and prevent PONV by understanding the pathophysiology of PONV

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

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

**Learning Outcomes**

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

- Explain, recognize and intervene in a respiratory emergency
- Assess for and understand the causes for delayed awakening
- Develop a thorough understanding of MH (malignant hyperthermia) and treatment
- Interpret and intervene when evidence of alterations in hemodynamic status, including shock states
- Employ knowledge of post-operative delirium and agitation to formulate a care plan for the perianesthesia client

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

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

**Learning Outcomes**

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

- Formulate Phase 1 care plans with considerations needed in the specialty populations including pediatrics, obstetrics, geriatric and bariatric clients.
- Explain the elements of the Enhanced Recovery After Surgery Pathway(ERAS)

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

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

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

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

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

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

**Learning Outcomes**

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

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

**Costs to students:**

Under consideration

**Implementation date:** September 2018

**Costs:** Development costs – none provided