

Items Approved by Education Council May 2, 2019

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Science, Technology, and Health Programs

BIOL 116 – 3 – 6

Current Biotechnology Topics for Non-Science Majors

New course

Rationale:

This course will be an alternative to Biology 112 as a laboratory elective for arts and education students. We wished to develop a course addressing current issues in biotechnology which would educate and inform non-science students as well as attract a wider student population at smaller campuses.

Calendar description:

This course discusses contemporary issues in biology such as biotechnology, genetic engineering, cloning, immunology, forensics, and the underlying genetic basis of each of them. Specific case studies and current concerns are employed as illustrations to the techniques used in biotechnology. This course, in conjunction with BIOL 122, is recommended for Arts students. Students with credit for BIOL 111, or BIOL 114 cannot take BIOL 116 for further credit.

Course outline:

Professor Information

Professor : <Enter Professor Name>
Section : 0
Campus : Salmon Arm
Office Location : <BuildingCode> <Rm#>

Office Phone : (250) 832-2126 ext
Office Hours : and as available
Email : @okanagan.bc.ca

Course Information

Credits: 3
Presentation Format : Lecture: 3 hrs/wk, Lab: 3 hrs/wk
Lecture Schedule : Click here to enter text.
Laboratory Schedule : Click here to enter text.
Prerequisite : None
Corequisite : None, Students with credit for BIOL 111, or BIOL 114 cannot take BIOL 116 for further credit

Calendar Description

This course discusses contemporary issues in biology such as biotechnology, genetic engineering, cloning, immunology, forensics, and the underlying genetic basis of each of them. Specific case studies and current concerns are employed as illustrations to the techniques used in biotechnology. This course, in conjunction with BIOL 122, is recommended for Arts students. Students with credit for BIOL 111, or BIOL 114 cannot take BIOL 116 for further credit

Transfer Information

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

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

Course Materials

Thieman, W.J, and Palladino, M.A. Introduction to Biotechnology 4th edition (2019) Pearson Canada, Don Mills Ontario

Biology 116 Laboratory Manual. OC, Kelowna, B.C.

There is a detailed review and a comprehensive set of review questions at the end of each chapter and the textbook website. The powerpoint lectures and other electronic resources will be made available to you via moodle (<http://www.okanagan.bc.ca/administration/itservices/edtech/Moodle.html>)

Major Topics

Lecture topic	Concept	Text book pages
1. Introduction to biotechnology.	1.1-1.14	Chap 1: pgs 1-27
2. Introduction to genes and genomes, and proteins as products; basic cellular structure and mechanics.	2.1-2.8 4.1-4.4	Chap 2: pgs 29-59 Chap 4: pgs 105-128
3. DNA fingerprinting and forensic analysis.	8.1-8.6	Chap 8: pgs 200-216
4. Recombinant DNA technology and genomics.	3.1-3.5	Chap 3: pgs 60-104
5. Microbial and plant biotechnology	5.1-5.8 6.1-6.4	Chap 5: pgs 130-166 Chap 6: pgs 167-182
6. Aquatic and animal biotechnology	7.1-7.4 10.1-10.6	Chap 7: pgs 183-199 Chap 10: pgs 247-276

7. Bioremediation	9.1-9.7	Chap 9: pgs 219-246
8. Medical biotechnology	11.1-11.6	Chap 11: pgs 277-327
9. Biotechnology regulations and implications	12.1-12.7 13.1-13.3	Chap 12: pgs 328-342 Chap 13: pgs 343-365

Learning Outcomes

After completion of this course the student should be able to:

- Discuss DNA structure, replication, and how it relates to genetics and inheritance
- Describe how DNA relates to forensics
- Describe how proteins are produced from DNA templates
- Understand gene expression and how it relates to recombinant DNA and protein production for biotechnology purposes
- Understand the limitations and consequences of utilizing biotechnology
- Articulate the principles and processes of scientific inquiry and the scientific method
- Think critically about the principles of biology studied and communicate your thinking clearly and concisely in writing and data analysis

Course Evaluation

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

<i>Term exam 1</i>	15%
<i>Term exam 2</i>	20%
<i>Lecture assignments</i>	10%
<i>Laboratory component</i>	30%
<i>Final exam</i>	<u>25%</u>
Total	100%

Bio 116 Course

Term exam 1:	-Oct-
Term exam 2 :	-Nov-
Final exam:	TBA by registrar's office

Important Dates

Okanagan College

<i>Classes Begin :</i>	-Sep-
<i>Last Day to Register :</i>	-Sep-
<i>Last Day to Receive Refund :</i>	-Sep-
<i>Last Day to Drop Course Without Being Recorded on Transcript :</i>	-Sep-
<i>HOLIDAY: Thanksgiving Day,</i>	-Oct-
<i>Remembrance Day; No Classes :</i>	-Nov-
<i>Last Day to Withdraw without Academic Penalty :</i>	-Oct-
<i>Last of Regularly-Scheduled Classes :</i>	-Dec-
<i>Final Exam Period :</i>	-Dec-

For more information please refer to the online Calendar:

Course Policies <http://www.okanagan.bc.ca/calendar>

- Regular attendance is expected and required. The course may include material which is not in your textbook or the emphasis in class may differ from that in the text; you will be responsible for material taught.
- A student who misses an exam will receive 0% for that exam except when an acceptable written medical or compassionate leave excuse is provided. Only one such excuse per semester

is possible. Make up exams will not be given.

- All late assignments will have 10% per day deducted from the final mark. The maximum number of overdue days in which work will be accepted is seven days. Any work not submitted within seven days will be marked as incomplete. There are no exceptions to this rule unless accompanied by a doctor's note.
- Lecture assignments are to be the product of each student's own work. While you may work in pairs and discuss the assignment prior to doing the work, you are expected to do the actual work by yourself, and independently of any other student. Where, in the opinion of your instructor, there has been collaboration among two or more students in the preparation of assignments, the grade will be divided between the participants or in extreme cases a zero grade will be given (see academic misconduct in college calendar). Do not share your assignments, nor loan them to anyone else.

Biology DEPARTMENT POLICIES

Biology Department (6.1)/Faculty of Science (<http://webapps-5.okanagan.bc.ca/ok/Calendar/AssociateOfScienceDegree>)

Passing Grade Requirements Policy

Students must obtain a passing grade (at least 50%) in both the lecture component and the laboratory component of the course. **If the student receives a failing grade (less than 50%) in either the lab or lecture component, the final mark for the whole course will be no more than 49%.**

Implementation date: September 2019

Cost: N/A

Dual Credit Agreement Early Childhood Education Certificate Program Between Okanagan College And School District No.22 (Vernon)

Dated for Reference April 15, 2019.

Preamble

In order to increase learning and career opportunities for students in the North Okanagan region, Okanagan College at its Vernon Campus ("Okanagan College") and School District No. 22 (Vernon) ("School District") agree to collaborate to admit School District No. 22 Grade 12 and other school age students to Okanagan College's Early Childhood Education Certificate program on a "dual credit" basis. Dual credit programs are defined as programs that will be recognized for credit toward BC Secondary School graduation requirements and Okanagan College certificate requirements.

Objectives

This agreement seeks to:

- Encourage secondary school students to investigate career programs as part of their Transition Plan;
- Facilitate post-secondary admission for students into the Early Childhood Education Certificate program;
- Foster education initiatives between Okanagan College and the School District; and
- Increase successful transition rates from secondary to post-secondary education.

This agreement benefits students by:

- Providing dual credit towards secondary graduation and post-secondary training;
- Providing reserved seats in the designated Okanagan College programs;

- Minimizing time and cost required to complete post-secondary programs; and
- Increasing students' knowledge of post-secondary training.

Terms of agreement

I. Program Admission:

- Okanagan College agrees to admit and register School District approved Grade 12 students, and graduated grade 12 students who have not yet turned 19 years of age ("Other SD22 Student(s)") (collectively SD22 Student(s)) into its Early Childhood Education Certificate program scheduled during the Okanagan College 2019-2020 academic year.
- Okanagan College will hold reserved seats for SD22 Students for the 2019 Fall term in the Early Childhood Education Certificate program June 15, 2019 of the same year. There will be a total of two (2) reserved seat for the program.
- SD22 Students approved by the School District to enroll in this program will complete an Okanagan College application form.
- The parties agree that they will protect SD22 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.
- SD22 Students will be required to meet all Okanagan College admission requirements for the program as stated in the Okanagan College online Calendar (except for Grade 12 completion) by the program start date.
- School District grade 12 students will not be required to meet the admission requirement of Grade 12 completion or equivalent by the program start date. School District grade 12 students will be admitted to the Okanagan College ECE certificate program on a **conditional** basis.
- Grade 12 students applying for the Early Childhood Education Certificate program may be required to attend an interview or orientation session with Okanagan College's ECE program's department chairperson or designate as an admission requirement to assess suitability of the SD22 Student before an offer to the program will be made.

II. Fee Assessment:

- Okanagan College reserves the right to set fees for all courses and programs.
- Once a SD22 Student receives an offer of admission to the Early Childhood Education Certificate program, the School District will issue a sponsorship letter on behalf of the SD22 Student to Okanagan College.
- The sponsorship letter will indicate the following: the name of SD22 Student, the current high school, the program in which the SD22 Student is registering, and the type of program fees that the School District will pay (including whether the \$200.00 non-refundable offer acceptance tuition deposit will be sponsored).
- Okanagan College will issue an invoice to the School District for the agreed amount of tuition that is to be paid by the School District and such invoice due upon receipt.
- International students will be charged an additional 25% fee above program tuition fees or such other fees as approved by the Okanagan College Board of Governors.
- The School District will inform the SD22 Students that the SD22 Students will be responsible for paying any additional fees not paid by the School District; application fees, all ancillary fees, material fees, and pre-requisite course fees directly to Okanagan College.
- The School District will inform the SD22 Students that the SD22 Students will be responsible for purchasing all required textbooks for their program.
- A School District dual credit student with a disability who requires accommodation will provide the College with the necessary documentation and follow the College's processes and policies with the Accessibility Services Department. Accommodation supports already

provided by the School District will be continued by the School District while the student is at the College, or continue to fund/reimburse the College to allow the College to provide these supports. The College will assume the costs associated with accommodated exams (e.g. extended exams, quiet location).

In circumstances where a dual credit student, during his/her course of studies, incurs the need for a medically documented accommodation and such accommodation is deemed necessary by both parties (Okanagan College and School District), any additional costs for the College to provide that accommodation will be reimbursed to the College by the School District.

However, if a School District student has graduated high school, is under age 19, enters the College under the dual credit program with the School District paying the student's tuition and has a disability requiring an accommodation, the College will fund the cost of that accommodation.

III. Student Progress:

- Subject to privacy legislation, Okanagan College will correspond with the School District Career Coordinator regarding SD22 Students' progress on a regular basis.
- Subject to privacy legislation, the School District Career Coordinator will in turn discuss any pertinent information regarding the SD22 Students with the Early Childhood Education Certificate program's instructors and/or department chair.

IV. Program Cancellation:

Okanagan College reserves the right to cancel or postpone a program due to low enrolment, unavailability of instructors or facilities, or other circumstances.

- In the event that the Early Childhood Education Certificate program is cancelled where SD22 Students are enrolled, Okanagan College will give as much advance notice to the School District as possible. If this program is cancelled, Okanagan College agrees to refund the School District and the SD22 Student(s) the full amount of any tuition including the offer acceptance tuition deposit paid by the respective parties.
- The School District agrees to prepare an alternative plan of study for all SD22 Students prior to the start of the Early Childhood Education Certificate program. Should this program be cancelled, the School District will be responsible for implementing the alternative plan of study.
- In the event that the Early Childhood Education Certificate program in which a SD22 Student is enrolled is cancelled after it has started, Okanagan College agrees to refund the School District and the SD22 Students for the portion of the program that has not been completed.

V. Withdrawal and Refund Policy:

An SD22 Student who opt to withdraw from the Early Childhood Education Certificate program must receive the written permission of the School District and, if the student is under age of 19, their parent or legal guardian's permission.

- If a SD22 Student withdraws from the Early Childhood Education Certificate program prior to the start of the program, program tuition fees will be refunded in full to School District with the exception of a \$200.00 non-refundable deposit.
- No refunds will be issued for withdrawal requests received after the start date with the exception of compassionate grounds. In such cases a written request for the refund, accompanied by appropriate documentation (e.g. letter from a physician) must be submitted prior to the end of the program. Refunds for compassionate reasons will be assessed according to Okanagan College's tuition refund policies.
- Under no circumstances will refunds be granted for requests received after the end of the course.

VI. Dual Credit Credential:

School District No. 22 grade 12 students will not receive their Okanagan College credential until he or she has satisfied all Okanagan College program admission requirements, including completion of Grade 12.

SD22 Students admitted to the Early Childhood Education Certificate program on a conditional basis will be issued their Okanagan College certificate upon satisfactorily completing all program requirements and admission requirements. As "completion of Grade 12 or equivalent" is an admission requirement to the Early Childhood Education Certificate program, the SD22 Student will receive their Okanagan College certificate according to the following process:

- Upon successful completion of the Okanagan College program requirements, the SD22 Students will request a transcript of their Okanagan College grades.
- Okanagan College will provide interim and final marks to the School District for Secondary School reporting requirements.
- SD22 Students will submit their Okanagan College transcript to the School District to receive credit toward Secondary School graduation requirements.
- Once the SD22 Student has met all secondary school graduation requirements, they will present their official Secondary School graduation transcript to Okanagan College.
- Once Okanagan College receives this transcript confirming Secondary School graduation (and satisfying the conditional admission to Okanagan College), Okanagan College will issue the certificate to the student.

VII. Agreement Term:

- This agreement is effective April 15, 2019 - August 31, 2020.
- Either party may terminate this agreement with 3 months written notice.

VIII. Notices:

- Any notice or notices required to be given hereunder to either party shall effectively be given if delivered personally or sent by prepaid registered mail, mailed in Canada, to the parties as follows:

Okanagan College

Attention: Jane Lister Regional Dean, Vernon Campus
7000 College Way
Vernon BC V1B 2N5
Telephone: 250-503-2665
Fax: 250-503-2653
Email: jlister@okanagan.bc.ca

With a Copy to:

Attention: Vice President, Education
1000 KLO Road
Kelowna, BC
Canada, V1Y 4X8
Telephone: 250-862-5628
Fax: 250-862-5437
Email: ahay@okanagan.bc.ca

School District No. 22 (Vernon)

Attention: Mr. Joe Rogers, Superintendent
1401 – 15th Street
Vernon, BC
Canada, V1T 8S8
Telephone: 250-542-3331

Fax:250-549-9200
Email: jrogers@sd22.bc.ca

IX. General:

- Neither party to this Agreement shall be liable to the other party for any failure or delay in performance caused by circumstances beyond its control including, but not limited to, acts of God, fire or flood, labour difficulties, unusually severe weather or governmental action.

Arts and Foundational Programs

GEOG/EESC 206 – 3 – 6

Introduction to Soil Science

Course revision:

- Prerequisites

Rationale:

This revision will bring this course into alignment with transfer equivalents at other institutions in BC, simplifies entry of students in the VITT Diploma program and makes the class available for OC science students who have not taken GEOG/EESC courses.

Prerequisites:

Existing	Proposed
EESC 101 or EESC 111 or GEOG 111 or GEOG 121 or second-year standing in a science program.	3 credits of 100 level lab science as listed for the Associate of Arts degree requirements.

Implementation date: April 2019

Cost: N/A

BIOL 011 – 96 hours

Biology 11

Course revision:

- Prerequisites

Rationale:

To promote student success.

Prerequisites:

Existing	Proposed
-	MATH 060 or equivalent.

Implementation date: September 2019

Cost: N/A

BIOL 012 – 112 hours

Biology 12

Course revision:

- Prerequisites

Rationale:

To promote student success.

Prerequisites:

Existing	Proposed
ABE BIOL 011* or Biology 11** ABE ENGL 080* or ABE ENGL 011* or ABE COMP 011* or ABE ENGL 081* or ABE ENGL 082* or Composition 11** or English 11** Chemistry 11 or ABE CHEM 011 is recommended * minimum grade of 60 required ** minimum score of 60 required	ABE BIOL 011* or Biology 11** ABE ENGL 080* or ABE ENGL 011* or ABE COMP 011* or ABE ENGL 081* or ABE ENGL 082* or Composition 11** or English 11** ABE Math 060* or equivalent Chemistry 11 or ABE CHEM 011 is recommended * minimum grade of 60 required ** minimum score of 60 required

Implementation date: September 2019

Cost: N/A

SOCI 210 – 3 - 3

Foundations of Sociological Thought

Course revision:

- Prerequisites

Rationale:

Reducing the number of prerequisites from two to one will bring this course into alignment with the sociology program of other post-secondary institutions in BC while making it more accessible for students. We

propose to remove SOCI 121 rather than 111 because SOCI 111 is the foundational course of the discipline. It introduces theoretical approaches and research methods and is a prerequisite for SOCI 121.

Prerequisites:

Existing	Proposed
SOCI 111 and 121	SOCI 111

Implementation date: May 2019

Cost: N/A

SOCI 211 – 3 – 3

Canadian Society I

Course revision:

- **Prerequisites**

Rationale:

Reducing the number of prerequisites from two to one will bring this course into alignment with the sociology program of other post-secondary institutions in BC while making it more accessible for students. We propose to remove SOCI 121 rather than 111 because SOCI 111 is the foundational course of the discipline. It introduces theoretical approaches and research methods and is a prerequisite for SOCI 121.

Prerequisites:

Existing	Proposed
SOCI 111 and 121	SOCI 111

Implementation date: May 2019

Cost: N/A

SOCI 212 – 3 – 3

Race and Ethnicity I

Course revision:

- **Prerequisites**

Rationale:

Reducing the number of prerequisites from two to one will bring this course into alignment with the sociology program of other post-secondary institutions in BC while making it more accessible for students. We propose to remove SOCI 121 rather than 111 because SOCI 111 is the foundational course of the discipline. It introduces theoretical approaches and research methods and is a prerequisite for SOCI 121.

Prerequisites:

Existing	Proposed
SOCI 111 and 121	SOCI 111

Implementation date: May 2019

Cost: N/A

SOCI 218 – 3 – 3

Introduction to Research Methods

Course revision:

- **Prerequisites**

Rationale:

Reducing the number of prerequisites from two to one will bring this course into alignment with the sociology program of other post-secondary institutions in BC while making it more accessible for students. We propose to remove SOCI 121 rather than 111 because SOCI 111 is the foundational course of the discipline. It introduces theoretical approaches and research methods and is a prerequisite for SOCI 121.

Prerequisites:

Existing	Proposed
SOCI 111 and 121	SOCI 111

Implementation date: May 2019

Cost: N/A

SOCI 221 – 3 – 3**Canadian Society II****Course revision:**

- **Prerequisites**

Rationale:

Reducing the number of prerequisites from two to one will bring this course into alignment with the sociology program of other post-secondary institutions in BC while making it more accessible for students. We propose to remove SOCI 121 rather than 111 because SOCI 111 is the foundational course of the discipline. It introduces theoretical approaches and research methods and is a prerequisite for SOCI 121.

Prerequisites:

Existing	Proposed
SOCI 111 and 121	SOCI 111

Implementation date: May 2019

Cost: N/A

SOCI 222 – 3 – 3**Race and Ethnic Relations II****Course revision:**

- **Prerequisites**

Rationale:

Reducing the number of prerequisites from two to one will bring this course into alignment with the sociology program of other post-secondary institutions in BC while making it more accessible for students. We propose to remove SOCI 121 rather than 111 because SOCI 111 is the foundational course of the discipline. It introduces theoretical approaches and research methods and is a prerequisite for SOCI 121.

Prerequisites:

Existing	Proposed
SOCI 111 and 121	SOCI 111

Implementation date: May 2019

Cost: N/A

SOCI 223 – 3 – 3**Sex, Gender and Society II****Course revision:**

- **Prerequisites**

Rationale:

Reducing the number of prerequisites from two to one will bring this course into alignment with the sociology program of other post-secondary institutions in BC while making it more accessible for students. We propose to remove SOCI 121 rather than 111 because SOCI 111 is the foundational course of the discipline. It introduces theoretical approaches and research methods and is a prerequisite for SOCI 121.

Prerequisites:

Existing	Proposed
SOCI 111 and 121	SOCI 111

Implementation date: May 2019

Cost: N/A

CMNS 350 – 3 – 3**Communication and Sport****New course****Rationale:**

This is a new 300-level course that current students in the Advanced Certificate in Communication and the Concentration in Communication can benefit from. It also expands the courses offered by the Department of Communications with a view to a new iteration of the proposed Bachelor of Applied Studies as it considers a range of student audiences who could take this course.

Calendar description:

This course examines sports from communications perspectives such as media studies, rhetoric, organizational and crisis communications. Students will use these communication theories to analyze sports

representations in media and popular culture. Sites of critical analysis will include youth, amateur, and professional sports.

Prerequisites:

Third-year standing and the successful completion of six Arts credits.

Course outline:

CMNS 350 Communication and Sport

Instructor: Marc Arellano

Course Description

“Wrestling is therefore an ideal understanding of things...in which signs at last correspond to causes, without obstacle, with evasion, without contradiction.”—Roland Barthes

This course examines sports from communications perspectives such as media studies, rhetoric, organizational and crisis communications. Students will use these communication theories to analyze sports representations in media and popular culture. Sites of critical analysis will include youth, amateur, and professional sports.

Learning Outcomes

Students will:

1. Understand the role and function of sports within media systems and popular culture
2. Become conversant in the language of sports research and theory
3. Be able to apply semiotic analysis to sports communication and sporting communities
4. Assess the cultural values embedded in popular sporting events
5. Be able to analyze race and gender identity as portrayed in sports marketing and other modes of popular culture
6. Demonstrate proficiency in examining sports communication critically

Prerequisite: 3rd year standing and the successful completion of six Arts credits.

Method of Instruction

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

Textbook: Billings A., Butterworth M., & Turman P. (2018) *Communication and Sport: Surveying the Field*. 3rd edition.

Course Pack Readings:

Bakhtin and Carnival: Culture as Counter-Culture

Author(s): Renate Lachmann, Raoul Eshelman and Marc Davis

Source: Cultural Critique, No. 11 (Winter, 1988-1989), pp. 115-152

Joyful Mayhem: Bakhtin, Football Songs, and The Carnavalesque

Author(s): Mikita Hoy

Source: Text and Performance Quarterly, 14 (1994), pp. 289-304

Sport Communication: A Multidimensional Assessment of The Field's Development

Author(s): Gashwa Abeza, John Nadeau and Norm O'Reilly

Source: International Journal of Sport Communication, 2014, 7, (2014) pp. 289-316

Sports Spectators from Antiquity to the Renaissance

Author(s): Allen Guttmann

Source: Journal of Sport History, Vol. 8, No. 2 (Summer, 1981)

The Cold War and The Olympics

Author(s): Allen Guttmann

Source: International Journal, XLIII, Autumn (1988), pp. 554-568

“Sexual Ornament” or “Spiritual Trainer” Envisioning and Marketing to a Female Audience Through the NHL’s “Inside the Warrior” Advertising Campaign

Author(s): Sarah Gee

Source: Communication & Sport 2015, Vol. 3(2), pp. 142-167

Male Athletes, Female Aesthetics: The Continued Ambivalence Toward Female Athletes in ESPN’s *The Body Issue*

Author(s): Gregory A. Cranmer, Maria Brann and Nicholas D. Bowman

Source: International Journal of Sport Communication, 2014, 7, pp. 145 -165

Kid Crosby or Golden Boy: Sidney Crosby, Canadian National Identity, and The Policing of Hockey Masculinity

Author(s): Kristi A Allain

Source: International Review for the Sociology of Sport, 46(1) (2010), pp. 3-22

The Shame of College Sports - The Atlantic.

<https://www.theatlantic.com/magazine/archive/2011/10/the-shame-of-college-sports/308643/>

On Reading Reserve:

Steel Chair to The Head

Duke University Press

2005

Sports event reflection 1	10%	
Midterm		20%
Sports event reflection 2	10%	
Research Paper		20%
In-class Assignments		15%
Quizzes		15%
Attendance and Participation		10%

Assignment Evaluation:

Each assignment will be assessed according to specific criteria for that unique document or activity. All written assignments, except for exercises and quizzes, will be assessed for Standard Written English, i.e. spelling and sentence mechanics and marks will be deducted for errors in these areas.

	Topic	Assignments Due
Week 1	Course Introduction Overview of Communication and Sports Ch. 1	
Week 2	Mythology and Ritual Ch. 5 Additional Reading: http://www.ngca.co.uk/docs/Barthes_WorldOfWrestling.pdf	
Week 3	In-class screening of <i>La Lutte</i> and in-class analysis/response activity (apply semiotic analysis to film content)	
Week 4	Sports Media Ch. 3 Wrestler and promoter, Marty Sugar aka ‘Mad Dog’	Guest speaker:
Week 5	Fan Culture Ch. 4	

	Additional readings: "Joyful Mayhem: Bakhtin, Football Songs, and The Carnavalesque" by Mikita Hoy and "Sports Spectators from Antiquity to the Renaissance" by Allen Guttmann	
Week 6	Gender in Sport Ch. 6 Additional Readings: "'Sexual Ornament' or 'Spiritual Trainer'? Envisioning and Marketing to a Female Audience Through the NHL's 'inside the Warrior' Advertising Campaign" by Sarah Gee and "Male Athletes, Female Aesthetics: The Continued Ambivalence Toward Female Athletes in ESPN's <i>The Body Issue</i> " by Gregory A. Cranmer, Maria Brann and Nicholas D. Bowman	Guest Speaker: Danielle Grundy, former professional hockey player
Week 7	Reading Week	
Week 8	Midterm Prep Race and Ethnicity in Sport Ch.7	Sports Event Reflection
Week 9	Midterm	
Week 10	Midterm debrief and Race and Ethnicity in Sport cont'd Additional reading: "Bakhtin and Carnival: Culture as Counter-Culture" by Renate Lachmann, Raoul Eshelman and Marc Davis	
Week 11	In-class screening of <i>Unforgivable Blackness: The Rise and Fall of Jack Johnson</i> and in-class analysis/response activity (evaluate and apply theories related to cultural values to film content)	
Week 12	Politics and Nationalism Ch. 8 Additional readings: "Kid Crosby or Golden Boy: Sidney Crosby, Canadian National Identity, and the Policing of Hockey Masculinity" by Kristi A Allain and "The Cold War and The Olympics" by Allen Guttmann	
Week 13 March 28	Commodification of Sports Ch. 14 and additional readings: Circuit of Culture by duGuy, et al and "The Shame of College Sports - The Atlantic." https://www.theatlantic.com/magazine/archive/2011/10/the-shame-of-college-sports/308643/	Sports Event Reflection
Week 14 April 4	In-class screening of HBO <i>Thrilla In Manila</i> Documentary and in-class analysis/response activity (apply Commodification and Circuit of Culture theories)	Research Paper
Week 15 April 11	Theresa Runstedtler, Associate Professor, Department of History, American University and author of <i>Jack Johnson, Rebel Sojourner: Boxing in the Shadow of the Global Color Line</i> Final evaluation of participation grades	Guest speaker
Research Paper:		

In-class activities based on film screenings:

The over-arching reason for these in-class activities is to promote active learning, which is a cornerstone of any learner-centred institution.

The structure and themes of the films speak directly to the theories we cover in class, for example the screenplay for *La Lutte* was created by Roland Barthes and is a direct incarnation of his semiotic theory that we cover in class.

The educational goal of the films and related in-class activities is to provide the learner with a chance to reflect, which research suggests leads to stronger learning, i.e. retrieval (recall of recently learned knowledge), elaboration (connecting new knowledge to what learner already knows) and generation (repositioning key ideas in the student's own words or visually and mentally prepping what they might argue differently next time).

As a learner-centred institution, the screenings and in-class activities provide opportunities for reflection, which involves rigorous processing that makes it more likely that students will be able to absorb, remember and master what they're learning.

In addition to these pedagogical reasons, there are many benefits related to writing in-class assignments:

- Help students focus their ideas as they prepare for formal assignments.
- Discover what students understand and what is confusing to them.
- Strengthen ability to write with limited time frames
- Encourage discussion
- To develop critical thinking skills by enabling students to identify strengths and weaknesses of arguments

CMNS 350
Theories Covered
Through Lectures, Textbook and Article Readings

1. Communication theory (week 1)
2. Catharsis (week 1-2)
3. Barthes theory of sign, signified and signifier (week 1-2 and 10)
4. Barthes theory on wrestling as a system of signs (week 1-2)
5. Myths and mythology (week 1-2 and 10)
6. Walter Benjamin's concept on aura (week 3, 5 and 12)
7. Framing theory (Week 4)
8. Burke's concept of Identification (Week 5, 6 and 10)
9. Mikhail Bakhtin's theory on the *Carnavalesque* (Week 5 and 10)
10. Gramsci's theory on Hegemony (Week 6 and 12)
11. Trujillo's concepts on Hegemonic Masculinity (Week 6)
12. duGuy, et al work on the Circuit of Culture (Week 6 and 13)
13. Feminist Standpoint Theory (Week 6)
14. Two definitions of Stacking (Week 8)
15. Cultivation theory (Week 8)
16. Globalization (Week 12)
17. Commodification (Marxist definition) (Week 13)
18. Reification (Lukàcs definition) (Week 13)
19. Sports/media complex (Week 14)
20. Disney Effect (Week 14)
21. Anchoring (Week 14)
22. Commodity Activism (Week 14)
23. Sports Nostalgia (Week 14)

Implementation date: January 2020

Cost: N/A

New course**Rationale:**

This is a new 300 level course offered by the Department of Economics. Students will learn how the Canadian financial system operates, both from a central and commercial banking point of view. This knowledge is essential for students wishing to pursue a career in the banking sector, financial organizations, and capital markets. The causes and consequences of the contemporary financial crises are analyzed with particular reference to the 2007/2008 Financial Crisis. It is important for students to develop an understanding of the causes and the effects of the crisis on Canadian financial markets. Students will also learn about the monetary policy tools and options that are available to the Bank of Canada, and the role that the Bank plays in the Canadian Economy.

Calendar description:

This course offers a broad perspective of the Canadian financial system, analyzing the interaction between the main participants, namely financial intermediaries, households, firms, and government. Topics include the operational and practical aspects of commercial banking and the central bank, structure of interest rates, monetary policy and financial market regulations. Additionally, the causes and consequences of contemporary financial crises are analyzed.

Prerequisites:

ECON 115 and ECON 125

Course outline:**MONEY AND BANKING****ECON352
WINTER 2020****Course description:**

This course offers a broad perspective of the Canadian financial system, analyzing the interaction between the main participants, namely financial intermediaries, households, firms, and government. Topics include the operational and practical aspects of commercial banking and the central bank, structure of interest rates, monetary policy and financial market regulations. Additionally, the causes and consequences of contemporary financial crises are analyzed.

Prerequisites:

- ECON 115
- ECON 125

Learning outcomes:

After completing this course, students will be able to:

- Understand the financial system and the significance of the main financial intermediaries, such as commercial banks
- Understand how banks operate and understand the supply, demand, and pricing of the main financial instruments available in the Canadian financial system
- Understand the main causes and effects of financial crises, with reference to the 2007/2008 Financial Crisis
- Understand the monetary policy tools and policy options available to the Bank of Canada

Prescribed text:

Mishkin, F. and Serletis, A. *The Economics of Money, Banking, and Financial Markets*. 6th Canadian Ed. Pearson.

Course evaluation:

Quizzes	15%
Term paper	15%
Midterm test	30%
Final examination	40%

Class quizzes:

A total of 4 class quizzes will take place. These quizzes will be short multiple choice style questions (10 per quiz). Please consult the course program for the weeks in which the quizzes are scheduled.

Midterm test:

One midterm test will take place during the duration of the course. This midterm test will take place during the first lecture of week 7 of the course (please see course program). The midterm test will cover material from chapters 1, 2, 3, 4, 5, 9, and 10.

Term paper:

Students will be required to submit a term paper, covering a topic presented in the course. Further details regarding the topic of the term paper, along with the requirements will be posted on the Moodle portal.

Moodle:

The Moodle portal will be used to distribute additional course material, such as lecture notes. In addition, the Moodle portal will be used to communicate important course updates. Please ensure that you visit this portal regularly.

Academic Integrity:

Students are advised to consult the College's official policies on the consequences of cheating and plagiarism. Please consult the following for further information: <http://webapps-5.okanagan.bc.ca/ok/Calendar/GeneralAcademicRegulationsandPolicies>

Student Conduct:

Please consult the following link for information regarding student conduct and general health and safety: <http://webapps-5.okanagan.bc.ca/ok/Calendar/StudentConduct>

Chapter topics:**Week 1****Why study financial markets?**

Chapter One presents students with an introduction to the study of financial markets, highlighting the importance of these markets, and discusses the value of studying money and banking. Students are introduced to the theory of bond markets, stock markets, and interest rates and the structure of the Canadian financial system. The role of Canadian monetary and fiscal policy is introduced in Chapter One, along with the role and importance of global markets with reference to the Canadian financial system.

Assigned readings: Chapter 1

An overview of the financial system

Chapter Two extends the introductory chapter and covers both how the Canadian financial markets are structured and how they operate. Students will learn about the various financial market instruments, both in the money market (Government of Canada treasury bills, certificates of deposit, commercial paper repurchase agreements, overnight funds) and the capital market (stocks, mortgages, mortgage backed securities, corporate bonds, Government of Canada bonds, Canada savings bonds, consumer and bank commercial loans). Students will learn about the various financial intermediaries, and their roles in the Canadian financial system, along with an introduction to financial system regulation, both in Canada and abroad.

Assigned readings: Chapter 2 and additional material provided

Week 2

<p>What is money?</p> <p>The theory of money is introduced in Chapter Three and the role money plays in financial markets. Money is formally defined (in the economic sense) and its main functions are discussed (store of value, unit of account, medium of exchange). Students will learn about the history of the payments system, how the system has developed, and the official classifications and measurements of money used by the Bank of Canada.</p> <p>Assigned readings: Chapter 3</p>
<p>Week 3 Quiz 1</p>
<p>The meaning of interest rates</p> <p>In Chapter Four, students will learn about the present value of future cash flows and calculate the yield to maturity on selected credit market instruments available in Canada, such as simple loans, fixed payment loans, coupon bonds, and discount bonds. The distinction between interest rates and returns and the distinction between real and nominal interest rates is highlighted, and students will learn about the inverse relationship between bond prices and interest rates.</p> <p>Assigned readings: Chapter 4</p>
<p>Week 4</p>
<p>The behavior of interest rates</p> <p>Chapter Five defines assets and emphasizes the factors driving asset acquisition decisions. To this end, concepts such as wealth, expected returns, risk, and liquidity are explored. Students will learn about the factors that determine the equilibrium interest rate in both the bond and money markets, along with the relationship between interest rates and the money supply.</p> <p>Assigned readings: Chapter 5</p>
<p>Week 5</p>
<p>Financial crises</p> <p>Students will learn about the causes and effects of financial crises, with specific reference to the 2007/2008 Financial Crisis.</p> <p>Assigned readings: Chapter 9 and additional material provided</p>
<p>Week 6 Quiz 2</p>
<p>Economic analysis of financial regulation</p> <p>Students will learn about asymmetric information in financial markets and the behaviour that may emanate from this, namely moral hazard and adverse selection. The resultant need for financial regulation is discussed and types of financial regulation in Canada are explored.</p> <p>Assigned readings: Chapter 10</p>
<p>Week 7 MIDTERM TEST</p>
<p>Banking and the management of financial institutions</p> <p>Chapter 12 discusses the operational aspects of banking. The main features of the balance sheet (assets and liabilities) from the perspective of banks is analyzed. The management of these features, using T-account analysis, is explored. Students will also learn about the practical strategies that are available to banks in order to mitigate moral hazard and adverse selection.</p> <p>Assigned readings: Chapter 12</p>
<p>Week 8</p>
<p>Central banks and the Bank of Canada</p> <p>Canadian central banking is covered in Chapter 14. Students will learn about the importance and history of the Bank of Canada, its organizational structure and how it operates. Important debates surrounding the independence of the Bank of Canada are also covered. In order to provide a broader perspective on central banking, an analysis of the organizational structure and independence of the following central banks is also provided under this topic: European Central Bank, the Federal Reserve System, the Bank of England, the Bank of Japan, the South African Reserve Bank.</p> <p>Assigned readings: Chapter 14 and additional material provided</p>
<p>Week 9 Quiz 3</p>
<p>The money supply process</p> <p>Students will learn about the process of money supply and the main participants influencing the money supply in Canada. The balance sheet of the Bank of Canada is introduced and students will learn about the</p>

assets and liabilities of the Bank, and how the Bank alters the monetary base. Students will also learn about the money multiplier.

Assigned readings: Chapter 15

Week 10

The tools of monetary policy

How the Bank of Canada implements monetary policy is covered in Chapter 16. Students will learn about the main tools used by the Bank to achieve monetary policy objectives. Students will learn about the Large Value Transfer System, the target for the overnight interest rate, and the overnight interest rate operating band. The Canadian market for reserves is also covered, with discussions surrounding demand for and supply of reserves. Monetary policy and financial crises are also discussed, and the Bank of Canada's approach to monetary policy is compared and contrasted to the Federal Reserve System and the European Central Bank.

Assigned readings: Chapter 16

Week 11 Quiz 4

The conduct of monetary policy: strategy and tactics

Students will learn about the main goal of Canadian monetary policy, namely price stability, and the nominal anchor used by the Bank to achieve this goal. Alternative monetary policy goals are also explored in Chapter 17, namely high employment, economic growth, financial market stability, interest rate stability, and foreign exchange rate stability, and students will learn about the pros and cons of price stability being the main goal. Insights from the 2007/2008 Financial Crisis in terms of monetary policy strategy are also covered. For a broader perspective, students will learn about inflation targeting and the following central banks: Reserve Bank of New Zealand, the Bank of England, and the South African Reserve Bank.

Assigned readings: Chapter 17 and additional material provided

Week 12

Aggregate demand and supply analysis

Students will learn, via the aggregate supply and demand framework, the effects of monetary policy on output. Students will learn about the derivation of the aggregate demand and supply curves and, for comparative analysis, explore the effects of financial crises on the business cycles in the economies of the United States, the United Kingdom, and China.

Assigned readings: Chapter 23

Week 13

Monetary policy theory

Chapter 24 analyses the various monetary choices available to policy makers. Students will learn about the different schools of thought regarding how active or passive monetary policy should be, and the role that lags in monetary policy decisions play in this.

Assigned readings: Chapter 24 and additional material provided

DETAILED COURSE PROGRAM:

Lecture Number:	Content:	Chapter:	Date:
1	Why study financial markets?	1	Monday 6 January
2	An overview of the financial system	2	Wednesday 8 January
3	What is money?	3	Monday 13 January
4	What is money? (cont.)	3	Wednesday 15 January
5	The meaning of interest rates Quiz 1	4	Monday 20 January
6	The meaning of interest rates (cont.)	4	Wednesday 22 January
7	The behaviour of interest rates	5	Monday 27 January

8	The behaviour of interest rates (cont.)	5	Wednesday 29 January
9	Financial crises	9	Monday 3 February
10	Financial crises (cont.)	9	Wednesday 5 February
11	Economic analysis of financial regulation Quiz 2	10	Monday 10 February
12	Economic analysis of financial regulation (cont.)	10	Wednesday 12 February
13	MIDTERM TEST		Monday 24 February
14	Banking and the management of financial institutions	12	Wednesday 26 February
15	Central banks and the Bank of Canada		Monday 2 March
16	Central banks and the Bank of Canada (cont.)	14	Wednesday 4 March
17	The money supply process Quiz 3	14	Monday 9 March
18	The money supply process (cont.)	15	Wednesday 11 March
19	The tools of monetary policy	15	Monday 16 March
20	The tools of monetary policy (cont.)	16	Wednesday 18 March
21	The conduct of monetary policy Quiz 4	16	Monday 23 March
22	The conduct of monetary policy (cont.)	17	Wednesday 25 March
23	Aggregate demand and supply	17	Monday 30 March
24	Aggregate demand and supply (cont.)	23	Wednesday 1 April
25	Monetary policy theory	23	Monday 6 April
26	Monetary policy (cont.) Review	23	Wednesday 8 April

Implementation date: January 2020

Cost: N/A

GSWS 205 – 3 – 3

Fat Feminisms

New course

Rationale:

As demand increases for GSWS courses, we are developing courses relevant to student interest and faculty specialty and interest. GSWS courses are increasingly popular, and we are updating our offerings to reflect current scholarship and interests.

Calendar description:

This course introduces students to feminist fat studies research. Students will explore fatphobia as a form of social violence, paying particular attention to how fat oppression intersects with other systems of inequity like

racism, sexism, ableism, and homophobia. Themes will include body image, weight stigma, diet culture, fat activism, body positivity, and the “Health at Every Size” movement.

Prerequisites:

GSWS 100

Course outline:

GSWS 205-3-3 : Fat Feminisms

Course Description

This course introduces students to feminist fat studies research. Students will explore fatphobia as a form of social violence, paying particular attention to how fat oppression intersects with other systems of inequity like racism, sexism, ableism, and homophobia. Themes will include body image, weight stigma, diet culture, fat activism, body positivity, and the “Health At Every Size” movement. (3,0,0)

Prerequisite: GSWS 100

Learning Objectives:

This course is designed to train students to:

1. Explore fat hate as a form of oppression in patriarchal societies
2. Analyze instances of fatphobia as the expression of fat oppression
3. Critique the ways that fatphobia intersects with sexism, racism, classism, ageism, homophobia, and ableism
4. Explore the presence of fatphobia in daily social life
5. Analyze fatphobia as one part of a larger system of bodily control and stigmatization
6. Read academic sources and summarize the author’s core arguments
7. Collaborate productively with their peers to advance their understanding of class concepts, sources, and issues

Class Textbooks:

Virgie Tovar *You Have The Right To Remain Fat* Sonya
Renee Taylor *The Body Is Not An Apology* Linda Bacon and
Lucy Aphramor *Body Respect*
Amy Erdman Farrell *Fat Shame: Stigma and the Fat Body in American Culture*

All books are available for purchase at the Campus Bookstore.

All books are available from the OC Library as hard copies. Additionally, digital copies of Taylor, Bacon and Aphramor, and Erdman Farrell’s books are available through the library.

Office Hours

Every week I commit to being in my office on-call to advise students on issues relating to this course. It is helpful, but not required, that you send me an email in advance of your visit so I can anticipate our discussion. Examples of reasons you may want to come speak with me can include further clarification about assignments and readings or concerns about dynamics in the classroom. I am not able to advise you on your assignments for other courses, issues in your personal lives, nor concerns you have with other faculty.

Class rules:

- Students must be on time. I will shut the door promptly at the beginning of class so we may begin. If you are late, please make arrangements to be as undistruptive as possible when entering the classroom
- All readings must be completed prior to class
- Bring your textbooks with you, so that we can go over key passages together in class
- Bring a writing instrument (pen or pencil) to class, as well as a notebook to complete class activities.
- Recording my lectures or my teaching, including posting these to social media, is strictly forbidden
- If you are unable to meet a deadline, you must email me requesting an extension.
Extensions are not granted within 24 hours of a deadline.
- Late assignments will be penalized by 10% per day, excluding weekends. Please note: in my twenty years of experience in post-secondary teaching and learning, I have never seen an assignment improved by 10% by taking an extra day. Meet your deadlines.
- There are no opportunities for make-up exams, make-up presentations, or extra credit assignments in this class
- All assignments will be submitted via Moodle and will be graded electronically
- All written assignments are due at the beginning of class on the day they are due. Assignments handed in at the end of class will be considered late.
- Sexism, racism, homophobia, classism, ableism, fatphobia, transphobia and other demeaning comments and behaviours will not be tolerated. This classroom is a safe space.

Student expectations for timelines:

- I will reply to all emails within **two working days**. This means if you email me on Friday evening, I may not get back to you before Tuesday evening.
- Assignments will be graded and returned to students two weeks after they are submitted. Grades will be posted to Moodle after assignments are handed back in class.

Moodle

Students can access Moodle at mymoodle.okanagan.bc.ca. Moodle is where you will submit assignments and find course information, **including your grades**. Each week you are required to participate in an online discussion forum on Moodle. This syllabus, assignment instructions, and other relevant course information will be posted to Moodle. **I strongly recommend you check Moodle for information prior to emailing me your questions about the course.** It will likely be quicker to access information on Moodle.

Plagiarism

Plagiarism means taking credit for someone else's work. Examples of plagiarism include:

- Submitting work written by a friend or family member
- Submitting work written by someone you have paid
- Submitting work that fails to cite another author properly
- Submitting work that you don't understand because a friend or family member has edited it so significantly

Plagiarism is not tolerated at Okanagan College. Plagiarism can result a grade of '0', and sometimes can result in being expelled from school.

If I suspect plagiarism, I am obligated to report it to the Arts and Foundation Programming office and to one of my direct supervisors.

If you are scared of writing, are confused about how to begin, and you think plagiarizing will be easier, please come talk to me first. It is my job to help students succeed. This course is designed for student success. Let's work out a solution together.

College Plagiarism policy:

<https://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity>

Assignments and Grading Structure:

Assignment	Percentage of Final Grade	Due Date
Participation	10%	Ongoing
Reading Response Presentation	15%	Ongoing
Walking Tour Proposal	10%	Tuesday February 26 th
Walking Tour of Fatphobia on Campus	35%	Tuesday March 19 th
Final Exam	30%	Option to write it in class on April 11 th , or submit to Moodle as .pdf on Tuesday April 16 th

Assignment Descriptions

Participation 10%, Ongoing

Attendance in this class is mandatory. I take attendance each class. Your participation grade will partly reflect your attendance, but it will also reflect the contributions you make to class discussion, how collegial you are to your colleagues, how prepared you are for class, how well you keep on top of class readings, etc.

Students who earn an A-level grade for participation are students who have attended each class, who always do their readings, who never leave early, who never arrive late, who pay attention to class discussion and contribute meaningfully to it, but are also careful to allow others the room to speak.

Texting in class, checking email or watching videos on your phone or computer will automatically result in a 0 grade for that day. I will not stop class to let you know I have seen you texting. I will make a note of your poor participation and your grade will reflect your lack of participation in class.

Reading Response Presentation 15%, Ongoing

We will have two presentations each class. Presentations are done individually. In your presentation:

- Briefly summarize the most important ideas in the readings for that day
- Describe what ideas impacted you/made you think/helped you learn something new/angered you/made you disagree strongly
- Bring in an example (an object, a media text, a book, an article, an image of a celebrity or a popular hashtag or even a cliché expression that circulates in our society) that the class can use to better understand or think through the ideas in the readings. For instance, you might bring in an example of what the author is talking about. Or, if you disagree with the author, you could bring in an example that helps you make your point about why the author's discussion is limited.
- Your presentation should last 5-10 minutes, and should end by posing questions to the

class for further discussion.

Walking Tour Proposal – 10% Due February 26th

In a 1-2 page proposal, reflect upon the definitions of fatphobia we have been discussing all term and propose an idea for mounting a public exhibit on campus that identifies the space where fatphobia occurs, and how that space could be marked or identified as a site of fatphobia. This assignment will be used to generate ideas about what kinds of installations/exhibits are possible, and can be used to match different group members together. As you propose your exhibit, you must cite two readings from the syllabus in order to justify why you are proposing the installation that you are.

Walking Tour of Fatphobia on Campus 35% March 19th

This assignment is designed to teach students how to recognize fatphobia in social and physical spaces. During the week of March 19th – 26th, our class will mount small exhibits across campus that comment upon everyday forms of fatphobia that are enacted within the physical space of the OC Campus. Students must take into account how fatphobia is happening in a space (like the cafeteria or women's washroom) or the way a physical space is built (like chairs screwed into tables).

In groups of 2-5, create a temporary installation somewhere on campus that identifies and describes how fatphobia is produced, performed, and/or operates in that space. At least one part of the installation must include an opportunity for the public to comment or engage with your installation. Options could include (but are limited to): a photo essay displayed in a location that describes fatphobia, word bubbles calling attention to commonly-used fatphobic expressions in public places, decorations or new labels for scales or exercise equipment, etc. To invite public participation, consider strategies such as asking the public to comment on a provocative image or expression with pens and sticky notes provided, include a short game or activity, or a hashtag that passers-by can use as they take a photo of your installation and post it to social media. If you have questions about what is possible, please make an appointment to speak with me.

The method of evaluation for this project will include a group assessment. On March 26th, submit a one page reflection discussing your role in the group dynamic, comment on the distribution of labour in the group, and how you worked to ensure it was equitable. As a group, you will need to collectively propose a grade to me that you think you deserve for your exhibit in the walking tour. Final authority for grading rests with me, but your proposal will be seriously considered.

Final Exam – 30% Take Home Exam Due April 16th at noon to Moodle.

The final exam will be a take-home exam of short answer questions that cover course material for the whole term. A “dress rehearsal” for the exam will be held on the last day of class, April 11th, and students may submit their exams early if they wish.

Reading Schedule

Date	Theme	Readings	Page Numbers
Tuesday January 8th	Introduction to Course		
Thursday January 10th			
Tuesday January 15th	Understanding Diet Culture	“Introduction” and “What Are Fatphobia and Diet Culture?” by Virgie Tovar	<ul style="list-style-type: none">• Pgs 7-25 of <i>You Have the Right to Remain Fat</i>

Thursday January 17 th	Understanding Diet Culture	“Restriction Doesn’t Work: It’s Not You”, “Dieting: Family, Assimilation, and Bootstrapping”, and “Dieting Is a Survival Technique” by Virgie Tovar	<ul style="list-style-type: none"> • Pgs 27-44 of <i>You Have the Right to Remain Fat</i>
Tuesday January 22 nd	Facts and Fiction about Fat	“Facts and Fiction about Fatness” by Linda Bacon and Lucy Aphramor	<ul style="list-style-type: none"> • Pgs 3-37 of <i>Body Respect</i>
Thursday January 24 th			
Tuesday January 29 th	The Science of Fat	“Weight Regulation” by Bacon and Aphramor	<ul style="list-style-type: none"> • Pgs 37-54 of <i>Body Respect</i>
Thursday January 31 st			
Tuesday February 5 th	The Science of Fat	“Weight-Loss Realities” by Bacon and Aphramor	<ul style="list-style-type: none"> • Pgs 55-80 of <i>Body Respect</i>
Thursday February 7 th			
Tuesday February 12 th	Cultural History of Western Fatphobia	“Fat, Modernity, and the Problem of Excess” by Amy Erdman Farrell	<ul style="list-style-type: none"> • Pgs 25-58 of <i>Fat Shame</i>
Thursday February 14 th			
Tuesday February 19 th	Mid-Semester Study Break	No Classes	
Thursday February 21 st			
Tuesday February 26 th	Racism, Imperialism, and	“Fat and the Un-Civilized Body” by	
Walking Tour Proposal Due to Moodle	Western Fatphobia	Amy Erdman Farrell	<ul style="list-style-type: none"> • Pgs 59-81 of <i>Fat Shame</i>
Thursday February 28 th			
Tuesday March 5 th	Respectability and Fatphobia	“Feminism, Citizenship and Fat Stigma” by Amy Erdman Farrell	<ul style="list-style-type: none"> □ Pgs 82-116 of <i>Fat Shame</i>
Thursday March 7 th			
Tuesday March 12 th	Respectability and Fatphobia	“Narrating Fat Shame” by Amy Erdman Farrell	Pgs 117-137 of <i>Fat Shame</i>

Thursday March 14th	Fat Activism	"Refusing to Apologize" by Amy Erdman Farrell	Pgs. 137-171 of <i>Fat Shame</i>
Tuesday March 19th	Walking Tour of Fatphobia On Campus		
Thursday March 21st	Strategies of Resistance: Radical Self Love	"Building a Radical Self-Love Practice in an Age of Loathing" by Sonya Renee Taylor	<ul style="list-style-type: none"> • Pgs 57-74 of <i>The Body is Not An Apology</i>
Tuesday March 26th	Strategies of Resistance: Health At Every Size	Section 2 "Reconstructing Respect" by Bacon and Aphramor	☐ Pgs 81-112 of <i>Body Respect</i>
Thursday March 28th			
Tuesday April 2nd	Fat Futurity: Body Positivity and Self-Help	"A New Way Ordered by Love" and "Your Radical Self-Love Toolkit" by Sonya Renee Taylor	☐ Pgs 75-114 of <i>The Body is Not An Apology</i>
Thursday April 4th	Fat Futurity: Remaining Fat, Remaining Free	"In the Future, I'm Fat", "I Want Freedom", "You Have the Right to Remain Fat" by Virgie Tovar	☐ Pgs 101-122 of <i>You Have the Right to Remain Fat</i>
Tuesday April 9th	Final Exam Review		
Thursday April 11th	Final Exam Review		

Implementation date: September 2020

Cost: N/A

GSWS 207 – 3 – 3

Gender and Sexuality in Religion

New course

Rationale:

As demand increases for GSWS courses, we are developing courses relevant to student interest and faculty specialty and interest. GSWS courses are increasingly popular, and we are updating our offerings to reflect current scholarship and interests.

Calendar description:

This course provides an introduction to gender and religion through first, an intersectional feminism analysis of images of and prescribed roles for women (in particular) in the textual traditions of major religions; second, through an intersectional feminist analysis of gender, ritual and religion in practice; and third, contested/alternative gender categories and practices.

Prerequisites:

GSWS 100

Course outline:

GSWS 207-3-3: Gender and Sexuality in Religion

Course Description: This course provides an introduction to gender and religion through first, an intersectional feminist analysis of images of and prescribed roles for women (in particular) in the textual traditions of major religions; second, through an intersectional feminist analysis of gender, ritual and religion in practice, and last, contested/alternative gender categories and practices. (3,0,0)

Prerequisite: GSWS 100

Learning Outcomes

Students will:

- Be able to analyze representations of gender roles in more than one religious tradition from a gender studies perspective.
- Gain a greater understanding of the gendered religious experiences of people with different backgrounds in Canada and globally.
- Be able to analyze issues such as sexuality, sexual orientation, reproductive justice, or gender equity with a discourse attentive to one or more religious traditions.
- Learn to identify the role of gender and sexuality in religious practice in one or more religious traditions.

Required Texts:

- Leona Anderson & Pamela Dickey-Young, *Women and Religious Traditions*, 3rd edition, Oxford University Press, 2015.
- Selected readings available on Moodle.

Guest Speakers:

Guests from religious communities will come to class to speak about gender and sexuality in their religious communities. We will prepare for each visit by reading relevant articles and chapters and by discussing questions prior to the guest visit.

Learning arising from guest speaker visits will be tested on the final exam.

Assignments

In-Class Writing	20%
Case Study Reflection	15%
Participation:	10%
Moodle Quizzes	10%
Final Essay	25%
Exam	20%

Assignments

All assignments and tests should be completed in grammatically correct written English. Assignments will be graded on clarity, accuracy, and insight. Rubrics for each assignment will be available to students in class and/or on Moodle.

In Class Writing: Two Assignments 20%

In the second week of class, students will write for one hour in response to a question generated through class discussion. This question will relate to the general topics of gender and religion, sexuality

and religion, and/or feminism and religion. This assignment will ask students to reflect on their own lifelong learning about gender and religion. Students may reference the text and lectures in their written response. It is open book.

In the second to last week of class, students will again write for one hour in response to another question generated through class discussion. This question will relate to the topics of gender of religion, sexuality and religion, and/or feminism religion. This assignment will allow students to reflect on their learning and to consider their class learning in the context of lifelong learning.

Students will not use the text during this class.

Case Study Reflection: 15%

500 - 750
words. APA
or MLA
format.

In the Anderson text, choose one of the following “Case Studies” found at the end of the text: “Both Guru and Goddess...” or “Sakyadhita...”, or “Two Muslim Women...”, and address two of the “study questions” provided in a concisely written analytical reflection.

You *may* cite one outside source for this analysis, but this outside source is optional.

Participation: 10% This mark will be based on a minimum of 5 thoughtful posts on Moodle discussions on separate topics and weeks as well as mandatory class attendance.

Moodle Quizzes: 10%

The quizzes will consist of multiple-choice, true/false, fill-in-the-blank style questions covering required readings and films up to the date of the quiz.

Final Analytical Essay: 25%

Minimum of **three** academic, peer-reviewed secondary sources.

MLA or APA format.

Essay Length: 1500 - 1750 words.

Podcast length: 15 - 20 minutes

Podcast/Essay outline: If the outline is **not** submitted prior to the podcast/essay completion, you will receive a 5% deduction from your essay grade.

Suggested topics (more topics may arise during class discussions):

1. The *complementary* view of gender in the context of a religious tradition views men and women as sexual opposites to one another who together make up the wholeness of humanity (Anderson 207). Choose one religious tradition and analyse how the practice of that religious tradition upholds a complementary view of gender, focussing on lived religious practice. Include analysis of ways in which the practice might not uphold a complementary view as well.
2. Research Huda Sha’arawi’s activism in the Egyptian Feminist Movement, and compare the goals of that movement to contemporary Egyptian Muslim women’s rights movements.
3. Compare how the *Sikh Reht Maryada* expresses egalitarian community and religious gender roles and compare this to clerical and liturgical gender roles as enacted today in Sikh communities in Canada.
4. Analyse the recent increase in virginity and abstinence pledges in evangelical Christian religious communities, considering social, gender, and other reasons the pledges have gained significant social power in recent decades.

5. What fertility, birth, or otherwise feminine-gendered rituals do contemporary religious communities practice? Compare how such rituals have developed and changed as result of globalization. Your essay should focus on between one and three such rituals, and ideally should be about one religious community.
6. Analyse the historical relationship between the DSM III and Evangelical gay conversion therapy in the Americas, being sure to study the long-term effects of conversion therapy on men who took part and ongoing gay conversion therapy practices in religious organizations.
7. Do religious traditions allow for full community, spiritual, and intellectual participation of women? This broad essay question requires you to develop a focused answer, so you must come to me with your thesis before you choose this topic. I suggest you focus on one tradition and one challenge women face.
8. Does any religious tradition celebrate women's sexuality without shame or fear? This broad essay question requires you to develop a focused answer, so you should come to me with your thesis before you choose this topic.
9. Choose one important woman prophet, saint, or religious figure. Write an intersectional feminist analysis of the representation and the significant of this figure to contemporary religious community members.

Exam: 20%, 2 hours. It will consist of some short answer questions followed by 2 long answer questions covering the entire course content.

Part I: Learning Your Place—Prescriptive Roles and Responsibilities for Women in Scriptures & other Authoritative Texts

Reading Sacred Text: What religious roles and responsibilities are prescribed for women in sacred texts? What functions and rituals do women participate in, and from which ones are they formally excluded?

Week One: Talking about Religion in an Academic Setting / Class Introduction

View: "The Origin of Love", from Hedwig and the Angry Inch,
[https://www.youtube.com/watch?v= zU3U7E1Odc](https://www.youtube.com/watch?v=zU3U7E1Odc)

View: Thinking through Gender and Religion: Build A Religion Workshop
<https://www.youtube.com/watch?v=nWEwtPkPSEo>

Read: Gary Laderman, "The Religion Pitch," Huffington Post. Link on Moodle.

https://www.huffingtonpost.com/gary-laderman/the-religion-pitch_b_7921450.html

Read: Canadian Civil Liberties Association Freedom of

Religion <https://ccla.org/focus-areas/fundamental-freedoms/religion/>

Week Two: Talking about Gender in Religion: Review of Gender, Feminism

In class video: Judith Butler, Your Behaviour Creates Your Gender
<https://www.youtube.com/watch?v=Bo7o2LYATDc>

Recommended: Scott, Joan W. "Gender: A Useful Category of Historical Analysis". The American Historical Review 9 (5). [Oxford University Press, American Historical Association]: 1053–75. 1983.

Gross, Rita. "Defining Feminist, Religion, and the Study of Religion" Gross, Rita M. "Chapter 1", in *Feminism and religion: an Introduction*. Beacon Press, Boston. 1996.

Guest speaker: (clerical person from Unitarian?)

Week Three: Women in Hindu Textual Traditions

Read: Anderson, Chapter 1, 1 - 42, "Women in Hindu Traditions."

Week Four: Women Gurus and Queens in Hinduism

Read: Anderson, Case Study, 334 - 344. "Both Guru and Goddess: Mata Amritanandayami of Kerala."

View: *Padmavaat*, (selections); 2017.

Read: "Padmaavat: Why a Bollywood Epic Has Sparked Fierce Protest," BBC, 25 Jan, 2018.

Week Five: Women in Sikhism

Read: Anderson, Chapter 8, 251 - 292, "Women in Sikhism."

Read: "Sikh Women and the Politics of Hair," <https://feminisminindia.com/2017/07/24/sikh-women-hair-politics/>

Week Six: Women in Islam

Read: Anderson, Chapter 7, "Women in Islam," 213 - 250. Guest

Speaker: Rabaf Bi or Alaa Al Sahoud

REad: Anderson, Case Study, "Two Muslim Women in North America," 357 - 366.

Week Seven : Women in Buddhist Traditions

Read: Anderson, Chapter 3, Women in Buddhist Traditions, 77 - 116.

Read: Anderson, Case Study, "Sakyadhita: Daughters of the Buddha Unite," 334 - 344. Guest speaker: Dr. Anna Warwick-Sears

Week Eight: Women in Chinese Religious Traditions

Read: Anderson, Chapter 4, "Women in Chinese Traditions," 117 - 150.

Read: Anderson, Case Study, "Women's Writing, Women's Religiosity, and Popular Religion in China." 367 - 378.

Week Nine: Women in Judaism

Read: Anderson, Chapter 7, "Women in Judaism, 214 - 245."

Week Ten: Women in Christianity

Read: Anderson, Chapter 6, "Women in Christianity," 179 - 212.

Read: Anderson, "L'Autre Parole: A Christian Feminist Collective in Quebec," 345 - 356. Guest speaker: (Anglican Priest)

Week Eleven: Sexualities in Contemporary Charismatic and Evangelical Christianity

View: *Erased*

Read: Boisvert, Donald. "What Kind of Man Are You?: Same-Sex Relations, Masculinity and Anglican Queer Malaise." *Studies in Religion*. (42)2. 2013.

Week Twelve: Gender and Global Contemporary Charismatic and Evangelical Christianity

View: *Jesus Camp*

Read: Frederiks, Martha. "Gender, Social Change and Spiritual Power: Charismatic Christianity in Ghana." *Church History & Religious Culture*, vol. 90, no. 3, June 2019, 480-492.

Week Thirteen: Sexualities in Contemporary Western Spirituality Movements

Vlew: Annie Sprinkle, "Goodbye Gauley Mountain."

Read: Anderson, "Women in Western SPirituality Movements," 293 - 322.

Plagiarism

You may receive a **zero** for any plagiarized work. Before you consider plagiarism, come and talk to me. We will look for another way to overcome your concerns or anxieties about the assignment. In cases of suspected plagiarism, I will abide by Okanagan College's plagiarism policy, which means I will report the plagiarism to the Arts and Foundation Programming office and to my one of my direct supervisors.

These are examples of plagiarism:

- Submitting work written by a friend or family member
- Submitting work you do not understand because it has received significant editing and reworking from a friend or family member
- Submitting an essay or assignment purchased from another writer
- Submitting work without

citation

College Plagiarism policy:

<https://webapps-5.okanagan.bc.ca/ok/Calendar/AcademicIntegrity>

Implementation date: September 2020

Cost: N/A

Business and Commercial Aviation Programs

HELI 110 – 1.5 – 5

Pilot Skills Lab I

New course

Rationale:

Commercial operators are looking for pilots who can, in time, assume leadership positions within their organizations. The demand for pilots is shared by both the airplane and helicopter sectors. Having established a leadership position in aviation skills development with both the Commercial Aviation Diploma (CAD) and the Aircraft Maintenance Engineer (AME) M-License, the College has chosen to round out the Aviation educational programs with the addition of a Commercial Helicopter Pilot Certificate (CHPC). The CHPC will complement the objectives of the Commercial Aviation program, allowing students from both airplane and helicopter courses to share many of the ground school courses available while preparing helicopter pilots for the unique challenges of operating helicopters in Canada and throughout the world. Many helicopter pilots will see their career advance towards operational management. The opportunity to engage in a whole range of educational activities, not just in the cockpit but within the classroom, will help graduates enter their careers more confidently. Those pilots who choose a college program will be better equipped with both business skills and aviation training to advance more readily and assist their employers with non-aviation skills as taught through the business courses included in the program.

Three new courses, HELI 110 Pilot Skills Lab I, HELI 120 Pilot Skills Lab II and HELI 130 Pilot Skills Lab III are being added as the in-flight training. AVIA 114 Flight and Aircraft Systems I is being revised to embrace a broader definition of aircraft to include helicopters and as well as airplanes.

Calendar description:

Students are introduced to flying helicopters with a flight instructor. The course includes pre-flight briefings and dual flying to prepare the student for solo flight.

Prerequisites:

Acceptance into Commercial Helicopter Pilot Certificate Program

Implementation date: September 2019

Cost: N/A

HELI 120 – 1.5 – 5

Pilot Skills Lab II

New course

Rationale:

Commercial operators are looking for pilots who can, in time, assume leadership positions within their organizations. The demand for pilots is shared by both the airplane and helicopter sectors. Having established a leadership position in aviation skills development with both the Commercial Aviation Diploma (CAD) and the Aircraft Maintenance Engineer (AME) M-License, the College has chosen to round out the Aviation educational programs with the addition of a Commercial Helicopter Pilot Certificate (CHPC). The CHPC will complement the objectives of the Commercial Aviation program, allowing students from both airplane and helicopter courses to share many of the ground school courses available while preparing helicopter pilots for the unique challenges of operating helicopters in Canada and throughout the world. Many helicopter pilots will see their career advance towards operational management. The opportunity to engage in a whole range of educational activities, not just in the cockpit but within the classroom, will help graduates enter their careers more confidently. Those pilots who choose a college program will be better equipped with both business skills and aviation training to advance more readily and assist their employers with non-aviation skills as taught through the business courses included in the program.

Three new courses, HELI 110 Pilot Skills Lab I, HELI 120 Pilot Skills Lab II and HELI 130 Pilot Skills Lab III are being added as the in-flight training. AVIA 114 Flight and Aircraft Systems I is being revised to embrace a broader definition of aircraft to include helicopters and as well as airplanes.

Calendar description:

This course includes pre-flight briefings, dual and solo flying to prepare the student for the Transport Canada Flight Test.

Implementation date: September 2019

Cost: N/A

HELI 130 – 1.5 – 2.5**Pilot Skills Lab III****New course****Rationale:**

Commercial operators are looking for pilots who can, in time, assume leadership positions within their organizations. The demand for pilots is shared by both the airplane and helicopter sectors. Having established a leadership position in aviation skills development with both the Commercial Aviation Diploma (CAD) and the Aircraft Maintenance Engineer (AME) M-License, the College has chosen to round out the Aviation educational programs with the addition of a Commercial Helicopter Pilot Certificate (CHPC). The CHPC will complement the objectives of the Commercial Aviation program, allowing students from both airplane and helicopter courses to share many of the ground school courses available while preparing helicopter pilots for the unique challenges of operating helicopters in Canada and throughout the world. Many helicopter pilots will see their career advance towards operational management. The opportunity to engage in a whole range of educational activities, not just in the cockpit but within the classroom, will help graduates enter their careers more confidently. Those pilots who choose a college program will be better equipped with both business skills and aviation training to advance more readily and assist their employers with non-aviation skills as taught through the business courses included in the program. Three new courses, HELI 110 Pilot Skills Lab I, HELI 120 Pilot Skills Lab II and HELI 130 Pilot Skills Lab III are being added as the in-flight training. AVIA 114 Flight and Aircraft Systems I is being revised to embrace a broader definition of aircraft to include helicopters and as well as airplanes.

Calendar description:

This course includes pre-flight briefings and dual flight instruction to prepare the student for operational skills required for employment as a commercial helicopter pilot.

Implementation date: September 2019

Cost: N/A

AVIA 104 – 4 – 4**Introduction to Aviation Theory****Course revision:**

- Prerequisites
- Corequisites

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements. AVIA 104, AVIA 105, AVIA 112, AVIA 113, and AVIA 114 prerequisites need to be revised to allow students enrolled in the Commercial Helicopter Pilot Certificate program.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Admission to the Commercial Aviation Diploma	Admission to the Commercial Aviation Diploma program or Admission to the Commercial Helicopter Pilot Certificate program
Corequisites	AVIA 105, AVIA 106	-

Implementation date: September 2019

Cost: N/A

AVIA 105 – 3 – 3**Aviation Language Proficiency****Course revision:**

- Prerequisites
- Corequisites

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements. AVIA 104, AVIA 105, AVIA 112, AVIA 113, and AVIA 114 prerequisites need to be revised to allow students enrolled in the Commercial Helicopter Pilot Certificate program.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Admission to the Commercial Aviation Diploma	Admission to the Commercial Aviation Diploma program or Admission to the Commercial Helicopter Pilot Certificate program
Corequisites	AVIA 104, AVIA 106	-

Implementation date: September 2019

Cost: N/A

AVIA 106 – 2 – 2**Pilot Skills Lab I****Course revision:**

- Prerequisites
- Corequisites

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements. AVIA 104, AVIA 105, AVIA 112, AVIA 113, and AVIA 114 prerequisites need to be revised to allow students enrolled in the Commercial Helicopter Pilot Certificate program.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Admission to the Commercial Aviation Diploma	Admission to the Commercial Aviation Diploma program
Corequisites	AVIA 104, AVIA 105	-

Implementation date: September 2019

Cost: N/A

AVIA 107 – 3 – 10**Pilot Skills Lab II****Course revision:**

- Prerequisites
- Corequisites

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Admission to the Commercial Aviation Diploma	Admission to the Commercial Aviation Diploma program
Corequisites	AVIA 104, AVIA 105, AVIA 106	-

Implementation date: September 2019

Cost: N/A

AVIA 112 – 3 – 3**Navigation and Air Regulations I****Course revision:**

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

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

AVIA 104, AVIA 105, AVIA 112, AVIA 113, and AVIA 114 prerequisites need to be revised to allow students enrolled in the Commercial Helicopter Pilot Certificate program.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Admission to the Commercial program and A Canadian Private Pilot License approved by the flight school.	Admission to the Commercial Aviation Diploma program and A Canadian Private Pilot License approved by the flight school OR Admission to the Commercial Helicopter Pilot Certificate program
Corequisites	AVIA 113, AVIA 114, AVIA 115	-

Implementation date: September 2019

Cost: N/A

AVIA 113 – 1.5 – 1.5**Meteorology I****Course revision:**

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

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA

courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements. AVIA 104, AVIA 105, AVIA 112, AVIA 113, and AVIA 114 prerequisites need to be revised to allow students enrolled in the Commercial Helicopter Pilot Certificate program.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Admission to the Commercial program and A Canadian Private Pilot License approved by the flight school.	Admission to the Commercial Aviation Diploma program and A Canadian Private Pilot License approved by the flight school OR Admission to the Commercial Helicopter Pilot Certificate program
Corequisites	AVIA 112, AVIA 114, and AVIA 115	-

Implementation date: September 2019

Cost: N/A

AVIA 114 – 1.5 – 1.5

Flight and Aircraft Systems I

Course revision:

- **Calendar description**
- **Prerequisites**
- **Corequisites**
- **Content**

Rationale:

Commercial operators are looking for pilots, who can in time, assume leadership positions within their organizations. The demand for pilots is shared by both the airplane and helicopter sectors. Having established a leadership position in aviation skills development with both the Commercial Aviation Diploma (CAD) and the Aircraft Maintenance Engineer (AME) M-License, the College has chosen to round out the Aviation educational programs with the addition of a Commercial Helicopter Pilot Certificate (CHPC). The CHPC will complement the objectives of the Commercial Aviation program, allowing students from both airplane and helicopter courses to share in many of the ground school courses available, while also preparing helicopter pilots for the unique challenges of operating helicopters in Canada and throughout the world. Many helicopter pilots will see their career advance towards operational management. The opportunity to engage in a whole range of educational activities, not just in the cockpit but within the classroom, will help graduates more confidently enter their careers. Those pilots who choose a college program will be better equipped with both business skills and aviation training to advance more readily and assist their employers with non-aviation skills as taught through the business courses included in the program.

Three new courses, HELI 110 Pilot Skills Lab I, HELI 120 Pilot Skills Lab II, HELI 130 Pilot Skills Lab III are being added as the in-flight training. AVIA 114 Flight and Aircraft Systems I is being revised to embrace a broader definition of aircraft to include helicopters and as well as airplanes.

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Calendar description:

Existing:

A study of aircraft airframes, aircraft piston engines, propellers, and aircraft systems such as oxygen, hydraulics, pressurization, and fire suppression. A weekend of practical crash site survival training is included.

Proposed:

A study of aircraft airframes, aircraft piston engines, propellers and rotorsystems, and aircraft systems such as oxygen, hydraulics, pressurization, and fire suppression. A weekend of practical crash site survival training is included.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Admission to the Commercial Aviation program and A Canadian Private Pilot License approved by the flight school.	Admission to the Commercial Aviation Diploma program and A Canadian Private Pilot License approved by the flight school. OR Admission to the Commercial Helicopter Pilot Certificate Program
Corequisites	AVIA 112, AVIA 113, and AVIA 115	-

Content:

Addition of material related to "rotorsystems".

Implementation date: September 2019

Cost: N/A

AVIA 115 – 3 – 9

Flight Lab I

Course revision:

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

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	Admission to the Commercial Aviation program and a Canadian Private Pilot License approved by the flight school.	Admission to the Commercial Aviation Diploma program and a Canadian Private Pilot License approved by the flight school.
Corequisites	AVIA 112, AVIA 113, and AVIA 114	-

Implementation date: September 2019

Cost: N/A

AVIA 122 – 1.5 – 1.5

Navigation and Air Regulations II

Course revision:

- **Corequisites**

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently

we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Corequisites

Existing	Proposed
AVIA 123, AVIA 124, AVIA 125	-

Implementation date: September 2019

Cost: N/A

AVIA 123 – 3 – 3

Meteorology II

Course revision:

- **Corequisites**

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Corequisites:

Existing	Proposed
AVIA 122, AVIA 124, AVIA 125	-

Implementation date: September 2019

Cost: N/A

AVIA 124 – 1.5 – 1.5

Flight and Aircraft Systems II

Course revision:

- **Corequisites**

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

Existing	Proposed
AVIA 122, AVIA 123, AVIA 125	-

Implementation date: September 2019

Cost: N/A

AVIA 125 – 3 – 9

Flight Lab II

Course revision:

- **Corequisites**

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

Existing	Proposed
AVIA 122, AVIA 123, AVIA 124	-

Implementation date: September 2019

Cost: N/A

AVIA 212 – 1.5 – 1.5

Advanced Flight Operations I

Course revision:

- Prerequisites
- Corequisites

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	AVIA 122, AVIA 123, AVIA 124, AVIA 125	AVIA 122, AVIA 123, AVIA 124
Corequisites	AVIA 213, AVIA 214, AVIA 215	-

Implementation date: September 2019

Cost: N/A

AVIA 213 – 3 – 3

Instrument Procedures

Course revision:

- Prerequisites
- Corequisites

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	AVIA 122, AVIA 123, AVIA 124, AVIA 125	AVIA 122, AVIA 123, AVIA 124
Corequisites	AVIA 212, AVIA 214, AVIA 215	-

Implementation date: September 2019

Cost: N/A

AVIA 214 – 1.5 – 1.5

Advanced Avionics

Course revision:

- **Calendar description**
- **Prerequisites**
- **Corequisites**
- **Content**

Rationale:

Commercial operators are looking for pilots, who can in time, assume leadership positions within their organizations. The demand for pilots is shared by both the airplane and helicopter sectors. Having established a leadership position in aviation skills development with both the Commercial Aviation Diploma (CAD) and the Aircraft Maintenance Engineer (AME) M-License, the College has chosen to round out the Aviation educational programs with the addition of a Commercial Helicopter Pilot Certificate (CHPC). The CHPC will complement the objectives of the Commercial Aviation program, allowing students from both airplane and helicopter courses to share in many of the ground school courses available, while also preparing helicopter pilots for the unique challenges of operating helicopters in Canada and throughout the world. Many helicopter pilots will see their career advance towards operational management. The opportunity to engage in a whole range of educational activities, not just in the cockpit but within the classroom, will help graduates more confidently enter their careers. Those pilots who choose a college program will be better equipped with both business skills and aviation training to advance more readily and assist their employers with non-aviation skills as taught through the business courses included in the program.

Three new courses, HELI 110 Pilot Skills Lab I, HELI 120 Pilot Skills Lab II, HELI 130 Pilot Skills Lab III are being added as the in-flight training. AVIA 114 Flight and Aircraft Systems I is being revised to embrace a broader definition of aircraft to include helicopters and as well as airplanes.

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Calendar description:

Existing:

A study of the avionics systems including gyros, inertial navigation systems, low and medium frequency navigation systems, satellite navigation systems, instrument landing systems, microwave landing systems, transponders, electronic cockpits, displays and flight management systems.

Proposed:

A study of the avionics systems including gyros, inertial navigation systems, low and medium frequency navigation systems, satellite navigation systems, instrument landing systems, transponders, electronic cockpits, displays and flight management systems.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	AVIA 122, AVIA 123, AVIA 124, AVIA 125	AVIA 122, AVIA 123, AVIA 124
Corequisites	AVIA 212, AVA 213, AVIA 215	-

Content:

Removed information related to Microwave Landing Systems.

Implementation date: September 2019

Cost: N/A

AVIA 215 – 3 – 7**Flight Lab III****Course revision:**

- **Corequisites**

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Corequisites

Existing	Proposed
AVIA 212, AVIA 213, AVIA 214	-

Implementation date: September 2019**Cost:** N/A**AVIA 222 – 1.5 – 1.5****Advanced Flight Operations II****Course revision:**

- **Corequisites**

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

Existing	Proposed
AVIA 225, AVIA 226, AVIA 227	-

Implementation date: September 2019**Cost:** N/A**AVIA225 – 3 – 7****Flight Lab IV****Course revision:**

- **Corequisites**

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

Existing	Proposed
AVIA 222, AVIA 226, AVIA 227	-

Implementation date: September 2019**Cost:** N/A

AVIA 226 – 3 – 3**Human Factors****Course revision:**

- Prerequisites
- Corequisites

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	AVIA 122, AVIA 123, AVIA 124, AVIA 125	AVIA 122, AVIA 123, AVIA 124
Corequisites	AVIA 222, AVIA 225, AVIA 227	-

Implementation date: September 2019

Cost: N/A

AVIA 227 – 1.5 – 1.5**Aviation Skills****Course revision:**

- Prerequisites
- Corequisites

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Prerequisites and corequisites:

	Existing	Proposed
Prerequisites	AVIA 122, AVIA 123, AVIA 124, AVIA 125	AVIA 122, AVIA 123, AVIA 124
Corequisites	AVIA 224, AVIA 225, AVIA 226	-

Implementation date: September 2019

Cost: N/A

Commercial Aviation Diploma**Program revision:**

- Program description
- Revision of courses
- Program outline

Rationale:

In 2017 the Commercial Aviation Program was revised. As part of the revision the AVIA course prerequisites and co-requisites were revised to enforce the cohort requirements of the program. Currently we are proposing the addition of a Commercial Helicopter Pilot Certificate which uses a subset of the AVIA courses. This subset violates some of the prerequisites and co-requisites specified in the AVIA courses. We now have two cohorts using the same AVIA courses. Rather than creating a complicated set of

prerequisites and co-requisites within the AVIA courses to deal with two cohort model programs, we are proposing to move the cohort requirements to the program outlines of the Diploma and the Certificate and revise the AVIA course prerequisites and co-requisites to actual course level requirements.

Program description:

Existing:

The Commercial Aviation Diploma (CAD) program is for individuals who are interested in pursuing a career in commercial aviation. The program provides students with university--level business competencies as well as Transport Canada commercial aviation licensing requirements. Graduates are qualified to be employed as pilots with charter companies, regional carriers and private corporations, and upon attaining sufficient flying hours, will also have job opportunities with major airline companies. Graduates may also find employment in other aviation-related careers.

The Commercial Aviation diploma program consists of two distinct and separate areas of study - aviation and flight training courses, and university-level academic courses. The flight training is taught at the Southern Interior Flight Centre facility located at the Kelowna International Airport and consists of Transport Canada-prescribed flight training, simulator training, aviation theory and exams. The academic portion of the program is completed at Okanagan College and consists of eight 3-credit courses taken as part of this program.

The Commercial Aviation program is made available through a co-operative partnership between Okanagan College and the Southern Interior Flight Centre (1993) Ltd. The academic portion offered by Okanagan College is subject to normal Okanagan College regulations and tuition fees. The aviation and flight training portion is offered by Southern Interior Flight Centre and is not subject to Okanagan College control and regulations, although all tuition fees for academic courses and flight training are paid to Okanagan College. Okanagan College will maintain records of the student's flight training achievements as provided by Southern Interior Flight Centre on the official Okanagan College transcript.

Fees (subject to change): Students with an approved Canadian Private Pilot's Licence can expect to pay approximately \$59,000 for tuition and flight training fees. Students without an approved Canadian Private Pilot's Licence can expect to pay an additional fee. Tuition fees for the flying portion are dependent upon the number of hours required to complete the flying and training requirements. These hours will vary according to the skill level of individual students. Please note that students who book an aircraft, simulator or instructor are responsible for related charges and cancellation penalties will apply. Fuel costs will be reimbursed to students at the Kelowna fuel rate set by Southern Interior Flight Centre. Costs above this rate are the student's responsibility.

Student Dress and Survival Equipment: Students will be required to wear the prescribed clothing for commercial pilots and should anticipate the costs of purchasing and maintaining their clothing. Prescribed clothing consists of: black pants, socks, dress shoes, and tie plus a white "pilot" shirt. Students should anticipate preparing and maintaining their own personal survival pack to be carried on cross-country flights.

Career Opportunities: include pilots with charter companies, regional carriers and private corporations as well as additional job opportunities with major airline companies.

Proposed:

The Commercial Aviation Diploma (CAD) program is for men and women who are interested in pursuing a career in commercial aviation. The program provides students with university-level business competencies as well as Transport Canada commercial aviation licensing requirements. Graduates are qualified to be employed as pilots with charter companies, regional carriers and private corporations, and upon attaining sufficient flying hours, will also have job opportunities with major airline companies. Graduates may also find employment in other aviation-related careers.

The Commercial Aviation diploma program consists of two distinct and separate areas of study - aviation and flight training courses, and university-level academic courses. The flight training is taught at the Southern Interior Flight Centre facility located at the Kelowna International Airport and consists of Transport Canada-prescribed flight training, simulator training, aviation theory and exams. The academic portion of the program is completed at Okanagan College and consists eight 3-credit courses taken as part of this program.

The Commercial Aviation program is made available through a co-operative partnership between Okanagan College and the Southern Interior Flight Centre (1993) Ltd. The academic portion offered by Okanagan College is subject to normal Okanagan College regulations and tuition fees. The aviation and flight training portion is offered by Southern Interior Flight Centre and is not subject to Okanagan College control and regulations, although all tuition fees for academic courses and flight training are paid to Okanagan College.

Okanagan College will maintain records of the student's flight training achievements as provided by Southern Interior Flight Centre on the official Okanagan College transcript.

Fees (subject to change): Students with an approved Canadian Private Pilot's Licence can expect to pay approximately \$59,000 for tuition and flight training fees. Students without a current approved Canadian Private Pilot's Licence can expect to pay approximately \$21,000 for tuition and flight training fees in addition to the regular tuition and flight training fees of approximately \$59000. Flight training fees are dependent upon the number of hours required to complete the flying and training requirements. These hours will vary according to the skill level of individual students. Please note that students who book an aircraft, simulator or instructor are responsible for related charges and cancellation penalties will apply. Fuel costs will be reimbursed to students at the Kelowna fuel rate set by Southern Interior Flight Centre. Costs above this rate are the student's responsibility.

Student Dress and Survival Equipment: Students will be required to wear the prescribed clothing for commercial pilots and should anticipate the costs of purchasing and maintaining their clothing. Prescribed clothing consists of: black pants, socks dress, shoes, and tie plus a white "pilot" shirt. Students should anticipate preparing and maintaining their own personal survival pack to be carried on cross-country flights.

Career Opportunities: include pilots with charter companies, regional carriers and private corporations as well as additional job opportunities with major airline companies.

Revision of courses:

AVIA 103, AVIA 105, AVIA 106, AVIA 107, AVIA 112, AVIA 113, AVIA 114, AVIA 115, AVIA 122, AVIA 123, AVIA 124, AVIA 125, AVIA 212, AVIA 213, AVIA 214, AVIA 215, AVIA 222, AVIA 225, AVIA 226, AVIA 227

Program outline:

Students must complete the program as prescribed below:

Required aviation courses*:

Existing	Proposed
<p>Semester 1</p> <p>AVIA 104 Introduction to Aviation Theory AVIA 105 Aviation Language Proficiency AVIA 106 Pilot Skills Lab I AVIA 107 Pilot Skills Lab II AVIA 112 Navigation and Air Regulations I AVIA 113 Meteorology I AVIA 114 Flight and Aircraft Systems I AVIA 115 Flight Lab I</p> <p>Semester 2</p> <p>AVIA 122 Navigation and Air Regulations II AVIA 123 Meteorology II AVIA 124 Flight and Aircraft Systems II AVIA 125 Flight Lab II</p> <p>Semester 3</p> <p>AVIA 212 Advanced Flight Operations I AVIA 213 Instrument Procedures AVIA 214 Advanced Avionics AVIA 215 Flight Lab III</p> <p>Semester 4</p> <p>AVIA 222 Advanced Flight Operations II AVIA 225 Flight Lab IV AVIA 226 Human Factors AVIA 227 Aviation Skills</p>	<p>Semester 1</p> <p>AVIA 104 Introduction to Aviation Theory AVIA 105 Aviation Language Proficiency AVIA 106 Pilot Skills Lab I AVIA 107 Pilot Skills Lab II AVIA 112 Navigation and Air Regulations I AVIA 113 Meteorology I AVIA 114 Flight and Aircraft Systems I AVIA 115 Flight Lab I</p> <p>Semester 2</p> <p>AVIA 122 Navigation and Air Regulations II AVIA 123 Meteorology II AVIA 124 Flight and Aircraft Systems II AVIA 125 Flight Lab II</p> <p>Semester 3</p> <p>AVIA 212 Advanced Flight Operations I AVIA 213 Instrument Procedures AVIA 214 Advanced Avionics AVIA 215 Flight Lab III</p> <p>Semester 4</p> <p>AVIA 222 Advanced Flight Operations II AVIA 225 Flight Lab IV AVIA 226 Human Factors AVIA 227 Aviation Skills</p>

<p>Required academic courses**:</p> <p>BUAD 111 Financial Accounting I BUAD 116 Marketing BUAD 123 Management Principles BUAD 128 Computer Applications I BUAD 251 Personal Financial Planning BUAD 262 Organizational Behaviour CMNS 112 Professional Writing I MATH 114 Business Mathematics</p>	<p>Required academic courses**:</p> <p>BUAD 111 Financial Accounting I BUAD 116 Marketing BUAD 123 Management Principles BUAD 128 Computer Applications I BUAD 251 Personal Financial Planning BUAD 262 Organizational Behaviour CMNS 112 Professional Writing I MATH 114 Business Mathematics</p>
<p>* Aviation courses must be taken in a prescribed order and must be taken in concurrent blocks, see course descriptions for details. ** 24 credits of academic courses must be completed as part of this program; substitute courses may be approved as appropriate.</p>	<p>* Aviation courses must be taken in the prescribed order and must be taken in concurrent blocks each semester as listed above. All semesters must be taken contiguously (with allowance for summer break). Students unable to meet this requirement must withdraw from the program. ** 24 credits of academic courses must be completed as part of this program; substitute courses may be approved as appropriate.</p>

* Aviation courses must be taken in a prescribed order and must be taken in concurrent blocks, see course descriptions for details.

** 24 credits of academic courses must be completed as part of this program; substitute courses may be approved as appropriate.

Implementation date: September 2019

Cost: N/A

Commercial Helicopter Pilot Certificate

New program

Rationale:

Commercial operators are looking for pilots who can, in time, assume leadership positions within their organizations. The demand for pilots is shared by both the airplane and helicopter sectors. Having established a leadership position in aviation skills development with both the Commercial Aviation Diploma (CAD) and the Aircraft Maintenance Engineer (AME) M-License, the College has chosen to round out the Aviation educational programs with the addition of a Commercial Helicopter Pilot Certificate (CHPC).

The CHPC will complement the objectives of the Commercial Aviation program, allowing students from both airplane and helicopter courses to share many of the ground school courses available while preparing helicopter pilots for the unique challenges of operating helicopters in Canada and throughout the world. Many helicopter pilots will see their career advance towards operational management. The opportunity to engage in a whole range of educational activities, not just in the cockpit but within the classroom, will help graduates enter their careers more confidently. Those pilots who choose a college program will be better equipped with both business skills and aviation training to advance more readily and assist their employers with non-aviation skills as taught through the business courses included in the program.

Three new courses, HELI 110 Pilot Skills Lab I, HELI 120 Pilot Skills Lab II and HELI 130 Pilot Skills Lab III are being added as the in-flight training. AVIA 114 Flight and Aircraft Systems I is being revised to embrace a broader definition of aircraft to include helicopters and as well as airplanes.

Program description:

The Commercial Helicopter Pilot Certificate (CHPC) will complement the objectives of the Commercial Aviation program, allowing students from both airplane and helicopter courses to share common ground school courses. This will educate students with the unique challenges of operating helicopters in Canada and internationally.

This certificate follows the Transport Canada approved curriculum and shares courses with the Commercial Aviation Diploma. This includes fundamentals and advanced skills required for commercial helicopter pilots.

Students will complete the program with the skills to take the Transport Canada Commercial Helicopter Pilots written and flight tests.

Okanagan College continues to incorporate business development skills with aviation course so students can advance their professionalism and work ethic within future career positions. By blending commercial helicopter pilot training skills with the Okanagan School of Business, graduates will enter the industry with more advanced education than that of a general pilot.

This certificate will require two full semesters over one year with a total of 40 credits.

Graduates that successfully complete the Transport Canada written and in flight exams and accumulate a minimum of 100 hours of flight time, will be ready for employment as commercial helicopter pilots.

Admission requirements:

- B.C. secondary school graduation (or its equivalent), or mature student status.
- English 12 with minimum 60% or alternatives.
- Students graduating from secondary school in or prior to 2012: Principles of Mathematics 11, or an equivalent Advanced Level Adult Basic Education mathematics course; or a minimum grade of 70% in Introductory Mathematics 11; or a minimum grade of 60% in Applications of Mathematics 11.
- Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum: A minimum of 60% in one of Pre-calculus Grade 11, Foundations of Mathematics Grade 11, or Apprenticeship and Workplace Mathematics Grade 11, Workplace Mathematics 11, or the equivalent Advanced Level Adult Basic Education mathematics course.
- Category 1 Aviation Medical.
- Letter of recommendation from the Okanagan Mountain Helicopters FTU indicating successful completion of a personal interview, and proof of financial ability.
- Weight restriction of 200lb or less, due to aircraft weight limitations.

Graduation requirements:

Successful completion of the required courses as listed in the program outline with a minimum graduating grade average of 60% and a letter from Okanagan Mountain Helicopters indicating satisfactory completion of aviation theory courses and Transport Canada Commercial Pilot License

Program outline:

<p>COMMERCIAL HELICOPTER PILOT CERTIFICATE PROGRAM OUTLINE</p> <p>Students must have complete the program as prescribed below: Required Aviation Courses*:</p> <p>SEMESTER 1 AVIA 104 Introduction to Aviation Theory AVIA 105 Aviation Language Proficiency HELI 110 Pilot Skills Lab I AVIA 112 Navigation and Air Regulations I AVIA 113 Meteorology I AVIA 114 Flight and Aircraft Systems I SEMESTER 2 AVIA 122 Navigation and Air Regulations II AVIA 123 Meteorology II AVIA 124 Flight and Aircraft Systems II HELI 120 Pilot Skills Lab II HELI 130 Pilot Skills Lab III AVIA 226 Human Factors AVIA 227 Aviation Skills</p> <p>Required Academic Courses**: BUAD 111 Financial Accounting I BUAD 116 Marketing BUAD 123 Management Principles BUAD 201 Conflict Resolution and Negotiation BUAD 251 Personal Financial Planning BUAD 262 Organizational Behaviour</p>

CMNS 112 Professional Writing I
MATH 114 Business Mathematics

*Aviation and Helicopter courses must be taken in the prescribed order and must be taken in concurrent blocks each semester as listed above. Semester 2 must be taken immediately after Semester 1. Students unable to meet this requirement must withdraw from the program.

** 12 credits of academic courses must be completed as part of this program; substitute courses may be approved as appropriate.

Implementation date: September 2019

Cost: N/A

MEMORANDUM OF UNDERSTANDING OKANAGAN COLLEGE

with offices at 1000 KLO Road, Kelowna, British Columbia, Canada, V1Y 4X8
("OC")

AND

JAMK UNIVERSITY OF APPLIED SCIENCES

with offices at Rajakatu 35, Jyväskylä, Finland
("JAMK")

(individually each referred to as the "Institution" and, collectively, the "Institutions")

BACKGROUND

The Institutions wish to enhance the relationships between them by developing closer academic and cultural ties and exchanges in the areas of education and research. The Institutions wish to cooperate and work together, on a reciprocal and not-for-profit basis, towards the shared goal of internationalization of higher education.

GOALS

This Memorandum of Understanding (MOU) sets out the terms and understanding between OC and JAMK [to](#) develop and promote a Dual Degree program ("DDP") at a bachelor level between the undergraduate degree programmes of the Institutions which will award a Bachelor of Business Administration – International Business focus and Bachelor of International Business ("IB") to those students from each Institution who enroll and complete the DDP.

This MOU is being signed to evidence the Institutions' non-binding intentions and acknowledge that no legally binding obligations arise between them as a result of the signing of this MOU. Only those obligations as provided in a separate written agreement that the Institutions may enter into in the future will be binding on the Institutions.

BENEFITS

The benefits of the DDP will be to:

1. Enhance the competitiveness of the Institutions by adding value to their existing degrees.
2. Increase professional insight, deeper intercultural experience and higher competence for the involved students and academic staff of the Institutions.
3. Provide DDP Students with the opportunity to gain substantial competencies in the fields of International Business through education and applied research.
4. DDP Students will study and gain practical experience abroad; learn about the cultures in the host country and its surrounding countries; and learn the basics of the host country's native language.

MOU ACTION PLAN

The above goals will be accomplished by the Institutions undertaking the following activities:

1. The Institutions will review each other's degree programs to develop a personal degree plan for DDP students from each Institution for the purposes of fulfilling their degree requirements.
2. The Institutions shall determine the maximum number of DDP students to be accepted annually.
3. The Institutions shall determine the timing for the academic exchange by DDP students.
4. The Institutions shall determine the criteria for selection of DDP students into the DDP.

5. The Institutions shall determine the criteria for graduation for the DDP students.

DDP AGREEMENT

Once the activities are finalized and agreed upon, the Institutions agree to develop a full agreement for the DDP (the "DDP Agreement") including details on orientation, immigration, tuition costs, accommodation, academic results, disciplinary action and other relevant items as the Institutions determine as important to the DDP. The intention of the Institutions is to execute the DDP agreement before the end of August, 2019.

DURATION & COSTS

This MOU may be modified by mutual consent of authorized officials from the Institutions. It shall become effective upon signature by the authorized officials from the Institutions and will remain in effect until modified or terminated by either party by mutual consent. In the absence of mutual agreement by the authorized officials from the Institutions, this MOU shall end on September 30, 2019. Each Institution will be responsible for and bear all of its own costs and expenses incurred in connection with developing this MOU, the DDP and the DDP Agreement.