

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 a student has a 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%.**

Minimizing time and cost required to complete post-secondary programs; and
of post-secondary training.

Terms of agreement

I. Program Admission:

- Okanagan College agrees to admit and register School District approved Grade 12 students (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

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

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.

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.

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

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

The Cold War and The Olympics

Author(s): Allen Guttmann

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

Audience Through the
PPS

Author(s): Sarah Gee

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

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Week 6

Gender in Sport Ch. 6

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This is a 2000-2500 word formal research paper that applies the theory discussed in class to at least one aspect of sports and communication. It is to be based on the theory/concepts highlighted and explained in our class.

You may want to analyze an event such as snowboarding or skiing competitions at Big White or Silverstar.

Or

You might want to develop one of the sports event reflections into a research paper.

Referencing: APA style

Sports Event Reflections 1 and 2:

Over the course of this semester, you are expected to view 2 broadcasts of professional sporting events and then write a reflection incorporating theory covered in class.

These reflections play an important role in the course as they embody and exemplify the critical theories we cover in the assigned readings. As one student wrote, "The theory became a match." The theory became a match.

A ½-page to 1-page summary must preface your reflection and answer the following:

- The event itself: what is the event/activity? where does it take place (venue)? how long does it last and how often does it occur? what is involved?
- The participants: what is your *general impression* of the people who attend this event? who participates in the construction of the event (spectators, athletes, corporate sponsors, organizations, advertisers, etc.)
- Media: is media part of the event? in what way? where does media (technology or content) appear, when and how often? is media consumption a necessary part of participating in the event....as a spectator? as a player?

Each reflection is worth 10% of your grade.

Length: 2-3 pages (writing is expected to be tight and concise)

Referencing: APA style with appropriate reference list attached (not part of page count)

Other Evaluation Descriptions

Quizzes:

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

ECON 352 3 3

Money and Banking

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 t

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:

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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?hn89-0rC500(i)5(on)JTJETQq64.56 95.424 480.h Tf94.561F2 9.967430 G(

<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>

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
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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 resolution together.

College Plagiarism policy:

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

Assignments and Grading

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

Thursday March 14th	Fat Activism	to 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	Radical Self-Love Practice in an Age of by Sonya Renee Taylor	Pgs 57-74 of <i>The Body is Not An Apology</i>
Tuesday March 26th	Strategies of Resistance: Health At Every Size	Section 2 Bacon and Aphramor	□ Pgs 81-112 of <i>Body Respect</i>
Thursday March 28th		Way Ordered by Radical Self-Love	
Tuesday April 2nd	Fat Futurity: Body Positivity and Self-Help		

and religion, and/or feminism and religion. This assignment will ask students to reflect on their own

Week Thirteen: Sexualities in Contemporary Western Spirituality Movements

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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 Ö [| ^ * ^ q 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

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	-

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.0(to)4(ac)] 14 prerd to be r50.0

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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

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:

Cost: N/A

AVIA 214 1.5 1.5

Advanced Avionics

Course revision:

Calendar description

Prerequisites

Corequisites

x **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

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-

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 Carleton Place College and consists of 24 courses (13 in Business and 11 in

Humanities). The program is designed to meet the needs of students who are interested in pursuing a career in commercial aviation. The program is designed to meet the needs of students who are interested in pursuing a career in commercial aviation. The program is designed to meet the needs of students who are interested in pursuing a career in commercial aviation.

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.

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 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.