

## Education Council – Motions Carried April 7, 2022

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Education Council met on April 7, 2022 and approved the following:

### Academic Courses

#### Arts and Foundational Programs

##### Revised courses:

##### 1. ENGL 235 Professional Writing and Communications

###### Proposal Rationale

The calendar description of ENGL 235 has not been updated since the course was developed in 2006, and it no longer reflects the needs of the core demographic of students who register in the course (Arts rather than Business). The proposed revision is general enough to allow flexibility to revise assignments and course content to meet the changing needs of the students who take this course.

The proposed prerequisite language is simplified to ensure that all students entering ENGL 235 have sufficient post-secondary writing-intensive credits to ensure their success in this course; ENGL 100 is required for all Arts programs, and CMNS 122 is required for Business students. ENGL 150, 151 and 153 are literature courses, so are less relevant to student success in CMNS 235. ENGL 199 is no longer offered.

##### 2. CMNS 113 Technical Communication for Information Technology

###### Proposal Rationale

We are revising the calendar description of CMNS 113 to reflect course outcomes rather than refer to specific documents or assignments. This will allow us more freedom to update assignments as needed based on the evolution of the field of information technology and the needs of the departments this course services (CIS and ICT). The initial reference to PCOM 113 is being removed because that course has not existed since OUC days. The list of courses in

the final sentence is unnecessary because, with the exception of CMNS 112, those courses are defunct, and have been for well over a decade. Reference to CMNS 112 is being removed to reflect current departmental policy on course equivalency.

### **3. CMNS 123 Analysis and Reporting for Information Technology**

#### **Proposal Rationale**

We are revising the calendar description of CMNS 123 to reflect course outcomes rather than to refer to specific documents or assignments. This will allow us more freedom to update assignments as needed based on the evolution of the field of information technology and the needs of the departments this course services (CIS and ICT). All references to PCOM 123 are being removed because that course has not existed since OUC days. The list of courses in the final sentence is unnecessary because those courses are defunct, and have been for at least a decade.

### **4. CMNS 235 Professional Writing and Communications**

#### **Proposal Rationale**

The calendar description of CMNS 235 has not been updated since the course was developed in 2005, and it no longer reflects the needs of the core demographic of students who register in the course (Arts rather than Business). The proposed revision is general enough to allow flexibility to revise assignments and course content to meet the changing needs of the students who take this course.

The proposed prerequisite language is simplified to ensure that all students entering CMNS 235 have sufficient post-secondary writing-intensive credits to ensure their success in this course; ENGL 100 is required for all Arts programs, and CMNS 122 is required for Business students. ENGL 150, 151 and 153 are literature courses, so are less relevant to student success in CMNS 235. ENGL 199 is no longer offered.

### **5. CMNS 300 Argumentation and Persuasion**

#### **Proposal Rationale**

The calendar description of CMNS 300 has not been updated since the course was developed in 2005, and it no longer reflects current course content or the needs of the core demographic of students who register in the course (students completing the Concentration in Communications or Advanced Certificate in Communications). The proposed revision reflects the shift in course focus from a more theoretical study of persuasion and classical rhetoric to its current emphasis on practical applications of argumentation.

### **6. CMNS 340 Media in Action**

#### **Proposal Rationale**

The new description positions media literacy as the main framework to conceptualize the roles of mainstream and alternative media in a democracy and generalizes, as opposed to listing specific formats, the production and publication of applied assignments as main goals. This course was proposed in 2009, but it is being taught for the first time in Winter 2022. The new description reflects current approaches on this topic and highlights the relevance of media literacy skills in professional communication contexts.

## **New course:**

### **1. CMNS 162 Introduction to Visual Communication**

#### **Proposal Rationale**

Visual communications has always been central to our field, particularly in advertising and branding which are anchored in communications theory. Due to the centrality of digital applications and social media for communicating professionally, the importance of visual literacy and visual media production skills for our students has only increased. Communications students are required to evaluate and produce visual messaging in a wide range of contexts, but our curriculum lacks a focused course on visual literacy skills (perception, visual rhetoric, principles of design etc.) and on the applied communications skills required to create visual texts for digital and print. This course equips them with a theoretical framework to critically evaluate visual messages and the skills to produce basic visual media.

## **Science, Technology & Health**

### **Revised courses:**

### **1. MATH 134 Mathematics for SBT I**

#### **Proposal Rationale**

SBT (previously SCMT) would like to change their mathematics course(s) to better align with the Technology Accreditation Canada (TAC) requirements. Additionally, we should probably change the title to better reflect the name change of the department.

### **2. WET 112 Water Quality and Treatment Processes**

#### **Proposal Rationale**

Water/Wastewater Treatment Courses Change:

- The purpose of this change is to streamline the water/wastewater treatment courses so that one treatment class per semester is offered.
- remove WET 121 from the curriculum.
- Remove WET 214 from the curriculum and replace with WET 132.
- add 1 lecture hour per week to WET 112 WET 211, WET 226.
- add 1 lab hour to WET 226.
- Add WET 132 (3,3,0) to 2nd semester
- Overall contact hours increase from 20 hours to 22 hours.

### **3. WET 211 Wastewater Treatment**

#### **Proposal Rationale**

Water/Wastewater Treatment Courses Change:

- The purpose of this change is to streamline the water/wastewater treatment courses so that one treatment class per semester is offered.
- remove WET 121 from the curriculum.
- Remove WET 214 from the curriculum and replace with WET 132.
- add 1 lecture hour per week to WET 112 WET 211, WET 226.
- add 1 lab hour to WET 226.
- Add WET 132 (3,3,0) to 2nd semester
- Overall contact hours increase from 20 hours to 22 hours.

#### **4. WET 226                    Advanced Treatment Technologies**

##### **Proposal Rationale**

Water/Wastewater Treatment Courses Change:

- The purpose of this change is to streamline the water/wastewater treatment courses so that one treatment class per semester is offered.
- remove WET 121 from the curriculum.
- Remove WET 214 from the curriculum and replace with WET 132.
- add 1 lecture hour per week to WET 112 WET 211, WET 226.
- add 1 lab hour to WET 226.
- Add WET 132 (3,3,0) to 2nd semester
- Overall contact hours increase from 20 hours to 22 hours.

##### **New courses:**

#### **1. MATH 144                    Mathematics for SBT II**

##### **Proposal Rationale**

SBT would like to change their mathematics course(s) to better align with the TAC requirements. This will be the second mathematics course in the sequence.

#### **2. DSCI 228                    Introduction to Applied Data Analytics**

##### **Proposal Rationale**

WET approached us to develop a data science class for them to replace STAT 121 for use across all options in their program. This is an introductory course that is appropriate for WET, AS and AA students.

#### **3. WET 132                    Water Treatment**

##### **Proposal Rationale**

Water/Wastewater Treatment Courses Change:

- The purpose of this change is to streamline the water/wastewater treatment courses so that one treatment class per semester is offered.
- remove WET 121 from the curriculum.
- Remove WET 214 from the curriculum and replace with WET 132.
- add 1 lecture hour per week to WET 112 WET 211, WET 226.
- add 1 lab hour to WET 226.
- Add WET 132 (3,3,0) to 2nd semester
- Overall contact hours increase from 20 hours to 22 hours.

#### **4. WET 210                    Operations, Planning and Maintenance for WET II**

##### **Proposal Rationale**

This course is required to ensure graduates have a complete set of practical skills associated with water engineering. This will afford them the opportunity to begin their professional level work with a mechanical aptitude commensurate to their graduating credential.

The material covered will expand on skills learned in the first year Operations and Maintenance course while deepening the student's understanding of how the skills translate into successful operation of a safe treatment facility. Applying skills to tasks such as but not limited to: dosing

pump refurbishment and calibration, construction of small scale distributions systems, practical process control, and corrosion mitigation and control.

## **Business**

### **Revised course:**

#### **1. BUAD 401 International Trade Management**

##### **Proposal Rationale**

During our regular course review process changes to BUAD 401 were proposed.

BUAD 401 currently 'introduces students to the process of globalization and its implications for business firms and managers involved in international trade.' The course brings together the topics of globalization and strategy. Currently, students who register in the course are expected to have prior knowledge or experience in International Business but can learn the strategy as it is applied to International Trade. The proposed change would give students who have prior knowledge of Strategic Management the opportunity to learn how globalization impacts International Trade. It is expected that students who have prior knowledge in either International Business or in Strategic Management could successfully complete the course.

Changes proposed are as follows:

- expand the pre-requisite options to be either BUAD 330 or BUAD 340 (currently only BUAD 330).
- adapt the 3rd learning outcome to be "explain the political, economic, technological, financial and social implications when a business decides to export, outsource or offshore, and also identify the barriers and facilitators of the global sourcing environment"

Impacts for students are:

- potential increase in enrollment in BUAD 401.
- more appropriate list of pre-requisites which also removes a barrier to accessing the course that was no longer necessary.

## **Academic Programs**

### **Science, Technology & Health**

#### **Revised program:**

##### **1. Water Engineering Technology Diploma**

##### **Proposal Rationale**

Water/Wastewater Treatment Courses Change:

- The purpose of this change is to streamline the water/wastewater treatment courses so that one treatment class per semester is offered.
- remove WET 121 from the curriculum.
- Remove WET 214 from the curriculum.
- add 1 lecture hour per week to WET 112 WET 211, WET 226.
- add 1 lab hour to WET 226.
- Add WET 132 (3,3,0) to 2nd semester
- Overall contact hours increase from 20 hours to 22 hours.

#### Operations and Maintenance Course Addition:

- add a second operations and maintenance course (formerly WET 210) back into the curriculum. This course was removed from the curriculum but it was realized that the students needed the additional hands-on maintenance training.

#### Math Curriculum Change:

- The purpose of this change is to standardize the math curriculum across both program options and provide UT students with the ability to take calculus.
- remove WET 215 and STAT 121 from curriculum and replace with new WET specific 2nd semester new data analytics course DSCI 228. DSCI 228 will be similar to DSCI 300 except instead of using R it will focus on developing students' understanding of data analytics using MS Excel.
- Add the option to take MATH 112 and MATH 122 for UT transfer students.

#### **New program:**

##### **1. Sustainable Building Technology 3 – Year Option**

#### **Proposal Rationale**

In an effort to make the Sustainable Building Technology program more accessible and inclusive we would like to offer an option to complete the program in 3 years. The current 2-year program with 8 courses/term would remain in place, but applicants could alternatively choose a 3-year path to graduation at a reduced course load (5 to 6 courses/term). This would allow more flexibility for students to maintain a work/life balance, help those that need more time to absorb course material, reduce program withdrawals, and in general alleviate some of the stress and anxiety that certain students can suffer from under intensive course loads. As it stands now we have several students that are on out-of-sequence schedules, essentially 3-year path to graduation, but this only occurs after they have failed to pass one or more courses. We believe that a formal 3-year program option will help more students be successful in completing the program. The draft 3-year program course schedule has been designed so no additional TLU's or instructors are required and all prerequisites are still being met.

#### **Business**

#### **Revised programs:**

##### **1. Business Administration Diploma**

#### **Proposal Rationale**

The Business Administration Department has reflected on the significant changes moving online through the COVID-19 pandemic has had not only on students, but also on how we engage with the materials and assessments related to our educational deliverables. After careful review and several pilots over the last 12 months, the Business Administration Department would like to require all students who enter into a Business Administration credential to have a personal computing device.

The requirement for Business students to have a laptop will start with incoming students in 2022.

(Refer to Kuali for complete proposal rationale).

## **2. Post – Baccalaureate Certificate in Human Resources Management**

### **Proposal Rationale**

The Post-Baccalaureate Certificate in HRM is a credential that is recognized by the accrediting body, Chartered Professionals in Human Resources (CPHR) BC & Yukon. Students in this program are recognized to have gained specific knowledge and skills that allow them to fast track the process for gaining their CPHR designation. As part of an accreditation review by CPHR BC & Yukon, they identified that BUAD 376 - Compensation and Benefits must be part of the core learning that all Post Baccalaureate HRM Certificate students must take. The changes to the program outline reflect this requirement.

## **3. Post – Baccalaureate Diploma in Human Resources Management**

### **Proposal Rationale**

There are three revisions in this proposal - the first is to add the entrance requirement to include a WES assessment with an ICAP evaluation as an admission requirement for all non-Canadian Degree holders. The second is to change the program outline. The third is to correct the description language to meet the admission requirement changes from the May, 2021 EdCo Document.

First:

The Post Bac Diploma in HR is a credential that is recognized by the accrediting body, Chartered Professionals in Human Resources (CPHR). Students in this program are recognized to have gained specific knowledge and skills that allow them to fast track the process for gaining their CPHR designation. The CPHR governing body requires that students who are given accreditation have a recognized undergraduate degree.

To streamline the process for students, the Business Department is recommending that we require students providing transcripts from a non-domestic institution (not in Canada) acquire a World Education Services assessment (WES) with an ICAP evaluation as part of their admission requirements for this credential. This will also simplify the work of the registration team as this evaluation provides documentation that the student has attained a recognized international degree, equivalent to a 4 year degree.

Second:

As part of an accreditation review by CPHR, they identified that BUAD 376 - Compensation and Benefits must be part of the core learning that all Post Bac Diploma HR students must take. The changes to the program outline reflect this requirement.

Third:

The Admission requirement as stated in the existing KUALI text was that the program was only open to non-business degree holders.

## **New programs:**

### **1. Post – Baccalaureate Certificate in Operations Management**

#### **Proposal Rationale**

A Post-Baccalaureate Certificate in Operations Management is being proposed to address a growing need in society to provide individuals with the competencies, knowledge, skills and abilities required by organizations to address operational and supply chain demands. Current global challenges have highlighted the precarity of local and international supply chains. Local businesses are increasingly identifying that there are challenges employing people with more advanced operational expertise and knowledge.

This program is ideally designed for students with a business degree which does not have a concentration in Operations Management or Supply Chain studies. It is 10 courses in duration and can be completed in a one year time frame. We anticipate this credential being most attractive to students who graduate from general Canadian Business degrees. Due to its duration it will not qualify for a 2 year work study permit. Students with an undergraduate credential from outside of Canada would be asked to compete a WES assessment with an ICAP evaluation. This program is not recommended for Okanagan College BBA Management Specialty graduates.

**(Refer to Kuali for complete proposal rationale).**

### **2. Post – Baccalaureate Diploma in Operations Management**

#### **Proposal Rationale**

A Post-Baccalaureate Diploma in Operations Management is being proposed to address a growing need in society to provide individuals with the competencies, knowledge, skills and abilities required by organizations to address operational and supply chain demands. Current global challenges have highlighted the precarity of local and international supply chains. Local businesses are increasingly identifying that there are challenges employing people with more advanced operational expertise and knowledge.

This program is ideally designed for students with a non-business degree who have an introductory course in statistics as part of their prior course work. It is 20 courses in duration and can be completed in a two year time frame making it attractive to students from outside Canada who are interested in qualifying for a 2 year work study permit. Students with an undergraduate credential from outside of Canada would be asked to compete a WES assessment with an ICAP evaluation.

**(Refer to Kuali for complete proposal rationale).**

### **3. Bachelor of Business Administration: Concentration Operations Management**

#### **Proposal Rationale**

A Concentration in Operations Management for students in the Management Specialty Area is being proposed to address a growing need in society to provide individuals with the competencies, knowledge, skills and abilities required by organizations to address operational and supply chain demands. Current global challenges have highlighted the precarity of local and international supply chains. Local businesses are increasingly identifying that there are



challenges employing people with more advanced operational expertise and knowledge. Additionally, we are in the process of linking the curriculum in this Specialty Area + Concentration directly with the accreditation granted by Supply Chain Canada ([supplychaincanada.com](http://supplychaincanada.com)). Supply Chain Canada is the largest professional accreditation association in supply chain management in Canada.

**(Refer to Kuali for complete proposal rationale).**