

Education Council – Motions Carried December 7, 2023

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Education Council met on December 7, 2023 and approved the following:

Academic Courses

Arts and Foundational Programs

New course:

1. CMNS 124 Technical Communication II for Infrastructure and Computing Technology

Proposal Rationale

The department of Communications' standard CMNS 123 course for Information Technology programs (CIS and ICT) includes a significant research reporting component. This research piece includes IEEE citation style and reviewing literature through scholarly material, as well as industry and technical reports. As ICT began making revisions to their program, they have been moving away from prioritizing traditional research reports with their students, instead focusing on concept mapping and workflow optimization.

The most significant element triggering this course change is the final report and the effect it has on most other assignments in CMNS 123. Rather than a final research report, the students are to develop a Workflow Optimization report, which audits and recommends changes to an existing workflow relevant to the ICT field. Most of these workflows are taught in other first year ICT classes, making the course more integrated into the program. As such, this affects the type of Proposal and Progress Report assignments the students complete, emphasizing procedures that will be further elaborated in the students' second year. Particular emphasis is placed on teaching procedures related to SMART Goals and Concept of Operations, both of which are not taught in CIS sections of CMNS 123.

The ICT diploma program will also be revised to make this change (removing CMNS 123 and adding CMNS 124).

Business

Revised courses:

1. BUAD 279 Industrial Relations

Proposal Rationale

To add BUAD 269 as a prerequisite to BUAD 279. The rationale is that there is content in the BUAD 279 bargaining simulator that includes content covered in BUAD 269. This creates a logical ladder between LO's in BUAD 269 and BUAD 279, and would dramatically increase student success in BUAD 279. BUAD 269 is a required course for business programs, so requiring BUAD 269 first makes sense.

2. BUAD 411 HR Metrics

Proposal Rationale

To change the name of BUAD 411 from HR Metrics and Analytics to HR Metrics. A new course has been created to specifically address HR Analytics. BUAD 411 does not have an analytic component, so a name change is appropriate.

Health & Social Development

New courses:

1. TIP 100 Introduction to Trauma-Informed Practice

Proposal Rationale

During consultation and research, subject matter experts identified topics and skills that are critical for working within this field. Internal consultation included OC's Learning and Applied Research Department staff which were instrumental in the mapping and development of this course. This feedback informed the curriculum and course identities that will best support graduates of this program to develop their ability to meet the needs of this specialized training.

2. TIP 101 Trauma and Wellness

Proposal Rationale

During consultation and research, subject matter experts identified topics and skills that are critical for working within this field. Internal consultation included OC's Learning and Applied Research Department staff which were instrumental in the mapping and development of this course. This feedback informed the curriculum and course identities that will best support graduates of this program to develop their ability to meet the needs of this specialized training.

3. TIP 102 Trauma-Informed Communication

Proposal Rationale

During consultation and research, subject matter experts identified topics and skills that are critical for working within this field. Internal consultation included OC's Learning and Applied Research Department staff which were instrumental in the mapping and development of this course. This feedback informed the curriculum and course identities that will best support graduates of this program to develop their ability to meet the needs of this specialized training.

4. TIP 103 Applying Trauma-Informed Practice

Proposal Rationale

Through case studies and collaborative forums, learners will explore the practical application of trauma-informed communication. Learners acquire the skills to create a safe and supportive environment for themselves and others by demonstrating compassion and empathy, before, during, and after interactions. Learners will apply the tools and techniques acquired throughout the micro-credential to case study experiences and contribute to a collaborative resource forum, enhancing collective knowledge alongside their peers.

Revised course:

1. SCA 105 Practicum

Proposal Rationale

The proposed changes are the total hours and program description in the Supportive Care Assistant Micro-Credential and the course description and hours for SCA 105 - Practicum.

The original 280 hours practicum proposed aligned with the Colleges and Institutes Canada (CICan) funding pilot project which has now concluded. External consultation with employers and subject matter experts agreed that the 280-hour practicum was too long. With staffing shortages, employers are not able to provide adequate supervision for 280 hours. Through consultation, it was recommended that 90 hours (or three weeks) for a practicum provides sufficient time for learners to complete the learning outcomes required in this non-clinical practicum.

Additionally, this practicum length has been reviewed when compared to other similar programs and found that 90 hours for our practicum aligns. Other CSCT health programs' practicum hours in comparison:

SCA 100 instructional hours – 90 hours practicum

MOA 246 instructional hours – 90 hours practicum

NUA 314 instructional hours – 125 hours practicum

Finally, reducing the practicum hours to 90 allows the Supportive Care Assistant MC's total hours of 190 to be in alignment with BC's Micro-credential Framework maximum hours of 288.

Continuing Studies and Corporate Training successfully applied for funding from the Ministry of Post-Secondary and Future Skills – Skills Training for Employment (STE) Program for People who face Multiple Barriers to offer this micro-credential. This funding includes intakes of the Supportive Care Assistant Micro-Credential in January 2024, November 2024, and April 2025.

Science and Technology

New courses:

1. ASTR 210 Physical Processes in the Universe

Proposal Rationale

This new second-year astrophysics course is based on an existing course being taught at UBCO. There is an agreement in place between OC and UBCO, whereby ASTR 210 will be taught at each institution in alternating years; there will be students from both institutions each time the course is taught. It is planned that the first teaching of ASTR 210 at OC will be in Fall 2024, and every two years following.

2. ICT 151 Network Foundations for Cybersecurity

Proposal Rationale

Students entering the proposed Cybersecurity Post-Baccalaureate Diploma program may need to have prerequisite skills upgraded either because their original training has grown out-of-date or because it did not include some of the required topics. This proposed course serves to fill that upskilling need so that students can be successful with the cybersecurity course material.

3. COSC 332 Cyber Forensics & Zero-Trust Network

Proposal Rationale

COSC 332 Cyber Forensics & Zero-Trust Network is necessary for the Cyber Security Post Bacc Diploma Program and can be used as an elective for COSC and ICT students.

4. DSCI 235 Sports Analytics

Proposal Rationale

One of the departmental program goals is to develop elective courses for our post-baccalaureate programs. This course would serve that departmental goal, in addition to serving as an interesting applied elective for arts, business and computer information systems students.

5. MATH 223 Linear Algebra II

Proposal Rationale

Due to recent changes to the curriculum for the Associate of Science students transferring to UBC-O, the department has decided to create a secondary course in linear algebra. AS students will now require this secondary course in linear algebra to satisfy their degree in mathematics, statistics and data science at UBC-O. As such, this course is proposed to best prepare our students entering one of these fields.

6. MATH 258 Numerical Methods

Proposal Rationale

The department was approached by mechanical engineering to help develop a course in numerical methods for the second semester bridge program proposal. The department saw this as an opportunity to develop an applied methods course as an elective for associate of science students, as well as post-bacc students, which are reflected in the prerequisites.

Revised courses:

1. MECH 235 Hydraulics and Pneumatics

Proposal Rationale

The content of this course does not rely on material from Mech 144 Dynmaics. Removing this prerequisite will improve program flow for out-of-sequence students.

2. MECH 247 Computer Aided Manufacturing

Proposal Rationale

This change is to fix an issue with required skills needed for the course material. Mech 139 is required to ensure students can operate a milling machine manually before learning to program a computer to operate a milling machine. Mech 237 will ensure that students have the proper solid modelling skills before attempting to automate the transformation from solid model to metal part.

3. MATH 221 Linear Algebra I

Proposal Rationale

There are many students, other than those in the engineering bridge programs, that take this course. The logic in the prerequisites for this course were incorrect and required a change to prevent complications moving forward.

The other proposed changes come from the offering of the newly proposed course MATH 223 - Linear Algebra II. The department took this opportunity to update MATH 221 course, since it will be prerequisite, to allow for a smooth transition between courses.

Academic Programs

Arts and Foundational Programs

Revised programs:

1. Gender, Sexuality and Women's Studies Emphasis

Proposal Rationale

The Associate Arts emphasis for Gender, Sexuality and Women's Studies is incorrect. The department currently do not offer six credits of first year GSWS. The department offers three credits: GSWS 100: An Introduction to Gender, Sexuality and Women's Studies and will correct the AA diploma in the calendar to reflect our offerings.

Health & Social Development

New programs:

1. Early Childhood Education Assistant

Proposal Rationale

The ECE program is wanting to create an Early Childhood Education Assistant Certificate. Since 2018, the department has been delivering 3 of the ECE courses to communities in the Okanagan Valley. Many of these deliveries have been for the Aboriginal community partners, Employment BC cohorts and as of recent Dual Credit students. The department continues to be asked for these courses from our community partners and as our program continues to expand it has become apparent, the department needs to have a home from an administration perspective to enroll these cohorts.

2. Trauma-Informed Practice Micro-Credential

Proposal Rationale

The department is proposing the development and delivery of a Trauma-Informed Practice Micro-Credential to provide individuals with an introduction to the best practices of trauma theory. This micro-credential will offer learners a well-rounded understanding of trauma, cultural safety, and self-reflection. Learners will be challenged to examine their beliefs and values to evolve their trauma-informed practice. Trauma comes in different forms and recent world events, in addition to widespread staffing shortages, have been challenging for many individuals across multiple sectors.

This 60-hour micro-credential training is intended for municipal, provincial, and federal employees, Indigenous communities, social services, education, private and public community services, sporting, health, and volunteers.

The consultation process identified a significant demand in multiple sectors for trauma-informed practice to better meet the social needs of those individuals working with vulnerable populations. There are hundreds of jobs posted across Canada that include this specialization. Trauma-informed care allows patients to engage more fully in their health care, develop trusting relationships and improve long-term health outcomes. It also reduces burnout and staff turnover among healthcare providers by offering tools to help understand a patient's life experiences and deliver effective care.

Continuing Studies engaged a diverse cross-section of sectors in the development of this micro-credential and received regional letters of support from:

- Canadian Mental Health Association
- Supporting Team Excellence with Patients Society (STEPS)
- Eagle Valley Community Support Society
- Jazmin Clarkson, RSW
- Casey Hewes
- City of Vernon
- Royal Canadian Marine Search & Rescue
- Salmon Arm Metis Association
- South Okanagan Immigrant and Community Services
- OneSky Community Resources
- District of Sicamous

Continuing Studies and Corporate Training was a successful applicant in applying for funding from the Ministry of Post-Secondary and Future Skills to develop this micro-credential. This funding includes approval to offer a 50% subsidized pilot in the spring of 2024.

Developing a trauma-informed program will benefit individuals, communities and the people who serve them. This program will provide individuals with the knowledge and skills necessary to identify and support those affected by trauma in a kind and empathic manner.

Revised programs:

1. Early Childhood Education Diploma

Proposal Rationale

The ECE Diploma is reducing the admission English 12 criteria to align with industry and alike programming at OC. OC ECE Diploma English requirements were compared to all other OC Diploma for example associate of Arts and Business. The department compared to BC high school grading standard to confirm that a 60% is equivalent to a C letter grade in English. The department looked at other PSI that offer ECE Credentials. The current English requirement is English 12 with a 67%, and it is reduced to 60%. At the same time, some of the other admission criteria and language have been updated to reflect today's practice. The program description has been updated to reflect today's terminology, government branches (this shift of MCFD to Ministry of Education), and the correct link for ECE BC Registry has been updated.

2. Early Childhood Education Certificate

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3. Supportive Care Assistant Micro-credential

Proposal Rationale

There are changes to the total hours and program description for the Supportive Care Assistant Micro-Credential and the course description and hours for SCA 105 - Practicum.

The originally proposed 280 hour practicum aligned with the Colleges and Institutes Canada (CICan) funding pilot project which has now concluded. However, consultation with external employers and subject matter experts agreed that a 280-hour practicum was too long. With staffing shortages, employers are not able to provide adequate supervision for that length of time. Further consultation determined that a 90 hour (or three week) practicum would provide sufficient time for learners to complete the learning outcomes required in this non-clinical practicum.

This practicum length has been reviewed and compared to other similar programs and found that 90 hours for our practicum aligns with other CSCT health programs' practicum hours as seen below:

- SCA: 100 instructional hours and 90 hour practicum
- MOA: 246 instructional hours and 90 hour practicum
- NUA: 314 instructional hours and 125 hour practicum

Finally, reducing the practicum hours to 90 allows the Supportive Care Assistant Micro-Credentials total hours of 190 to align with BC's Micro-credential Framework maximum hours of 288.

Continuing Studies and Corporate Training successfully applied for funding from the Ministry of Post-Secondary and Future Skills – Skills Training for Employment (STE) Program for People who face Multiple Barriers to offer this micro-credential. This funding includes intakes of the Supportive Care Assistant Micro-Credential in January 2024, November 2024, and April 2025.

4. Medical Device Reprocessing Technician Certificate

Proposal Rationale

Continuing Studies & Corporate Training is requesting the removal or revision of several admission requirements for the Medical Device Reprocessing Certificate. Consultation and research show that four requirements are obsolete, and three requirements require updating.

Through these changes, it is CS' intention to make the admission requirements student-centered and aligned with other programs offered by OC's Health and Social Development department and other public post-secondary institutions.

Science and Technology

New program:

1. Post Baccalaureate Diploma in Cybersecurity

Proposal Rationale

This proposal introduces a new 2-year post-baccalaureate diploma in Cybersecurity for graduates interested in taking their educational background and securing employment in the local industry as Cybersecurity professionals. The diploma features courses aimed at equipping students with primary cybersecurity programming, an analytics-based approach to cybersecurity operations, and skills. Additionally, it will allow students to acquire essential skills to core security skills needed for monitoring, detecting, investigating, and responding to security events. Theoretical concepts are practically applied to develop skills for securing and protecting an organization's data, systems, and applications. Students learn the fundamentals of network and applications design and programming, operating, and database system security and gain insight into the issues behind securing an information system on the Internet. Students will develop a framework for an enterprise security policy and learn to install, configure, design and program, manage and maintain applications to enforce this security policy. This program covers a comprehensive overview of security technologies and best practices with particular emphasis on hands-on skills.

Revised programs:

1. Kinesiology Diploma

Proposal Rationale

To facilitate entrance into the KINS program and remove a potential barrier to the application process, the department proposes to allow applicants to complete a Math 11 equivalency exam if they do not have the Math 11 pre-requisite from high school. The current Math 11 equivalency exam used by the Math program has been adapted to better suit the Kinesiology program by adding a few trigonometry questions (in preparation for their Biomechanics course).

Therefore, the program description should be changed to include successful completion of the Mathematics Proficiency Exam for KINS with a minimum mark of 60% to be added to the "Math Requirement" under "Admission Requirements" as another means of meeting the Math pre-requisite.

This change was requested by Inga Wheeler, Associate Registrar and has been approved by the Associate Dean of KINS, Kevin Douglas. The Mathematics department Chair, Bryan Penfound, was instrumental in the editing of this exam.

2. Water Engineering Technology Diploma

Proposal Rationale

The program change proposed is to re-sequence CHEM 218 Applications of Environmental Chemistry and CHEM 225 Introduction to Analytical Chemistry for WET. Currently CHEM 218 occurs in semester 3 and CHEM 225 is in semester 4 of the program. The intent is to switch CHEM 218 to the 4th semester and CHEM 225 to the 3rd semester. The reason for this switch is students need the analytical skills taught in CHEM 225 before they enter their 4th semester. The 4th semester includes a capstone project course where many of the projects undertaken require analytical chemistry skills to complete. There is going to be no change to the content or delivery of either course. This change was proposed by the Chemistry Department and has the full support of the Water Engineering Technology Department.