

Education Council – Motions Carried March 7, 2024

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Education Council: J Garrett

Education Council met on March 7, 2024 and approved/recommended the following:

Academic Courses

Arts and Foundational Programs

New courses:

1. ANIM 255 Introduction to Video Game Asset Creation and Animation

Proposal Rationale

The Video Game Design Post Baccalaureate Certificate was designed to admit graduates from the Animation Diploma program and Computer Information Systems program. When the Video Game Design Post Baccprogram was created, Animation 112 and 122 were added as requirements for CIS students to take in their first semester. It was discovered that since these courses are 3 credits each, CIS students could graduate from the Video Game Design Post Baccalaureate Certificate with 3 more credits than the students who graduated from the VGDPBC program and the Animation Diploma program.

This course is meant to fix that imbalance but also to deliver information better suited for those wanting and needing to create assets and animate them for video games.

If approved, this course will also replace ANIM 112 and 122 in the Video Game Development Post Baccalaureate Diploma program because it is better oriented to deliver information for those wanting and needing to create assets and animate them for video games.

2. CMNS 380 Crisis Communication

Proposal Rationale

This course has been offered multiple times as a special topic and always has good enrollment. Crisis communication is an essential skill for Communications professionals and is a necessary

addition to the suite of third-year Communications courses. CMNS 380 will attract Business students completing the Concentration in Communications and students registered in the Advanced Certificate in Communications. The Department of Communications is also actively developing new programming, and this course will be included as an upper-year elective in both the post-graduate certificate and post-baccalaureate diploma.

3. LSIN 039 Introduction to Psychology and Sociology

Proposal Rationale

AET students were surveyed as to what topics and courses they might like to study in the future. Psychology and Sociology were the topics that were of most interest. We currently do not have a course similar to this. Taking this class may also assist AET students that may want to go on to study either of these disciplines as a SAME student. Please note: the outline states 74 or 110 hours, like the majority of our courses. This allows our instructors the flexibility in scheduling. We teach 5 different courses each semester for 3 years, so the students get a variety. In order to get the maximum teaching hours in we need to be able to be flexible with most of the course hours. Courses are either 2 times (74 hours) or 3 times (110 hours) per week.

4. VGP 100 Storytelling Foundations and Asset Development

Proposal Rationale

Okanagan College applied and received a grant from the Ministry of Post Secondary Education and Future Skills to develop and deliver a Video Game Prototyping Micro-Credential, to help address the labour market demand for entrance into the creative technology sector. Over the past decade, gaming, animation, and extended reality technology has created new platforms for engaging storytelling that immerses the user in becoming part of the story. As demand for this type of content continues to grow, employers are seeking people with the skills to meet the needs of the growing creative technology sector, with a 4.1% growth between 2021-2026 in the Thompson Okanagan region (BC Labour Market Outlook). The Video Game Prototyping Micro-Credential provides participants with skills and knowledge to support an opportunity to enter into the creative technology sector. For participants looking to further their education this micro-credential gives students an opportunity to explore topics in Computer Science, Animation, Writing and Animation. The Micro-Credential is also having the potential to act as a dual credit or gateway program for youth and young adults in secondary school.

5. VGP 101 Interactive Design and Development

Proposal Rationale

Okanagan College applied and received a grant from the Ministry of Post Secondary Education and Future Skills to develop and deliver a Video Game Prototyping Micro-Credential, to help address the labour market demand for entrance into the creative technology sector. Over the past decade, gaming, animation, and extended reality technology has created new platforms for engaging storytelling that immerses the user in becoming part of the story. As demand for this type of content continues to grow, employers are seeking people with the skills to meet the needs of the growing creative technology sector, with a 4.1% growth between 2021-2026 in the Thompson Okanagan region (BC Labour Market Outlook). The Video Game Prototyping Micro-Credential provides participants with skills and knowledge to support an opportunity to enter into the creative technology sector. For participants looking to further their education this micro-credential gives students an opportunity to explore topics in Computer Science, Animation, Writing and Animation. The Micro-Credential is also having the potential to act as a dual credit or gateway program for youth and young adults in secondary school.

6. VGP 102 Sound Design for Games

Proposal Rationale

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Revised courses:

1. ARTS 498 Field Placement

Proposal Rationale

A change to the course description needs to be made in order to remove the wording that references "up to 12 hours per week" and remove the reference that the field experience "will take place over the fall and winter semesters." Instead, there will only be a mention of the field placement containing a total of 320 hours which aligns with how other college practicums are described in the calendar and will allow for more flexibility and clarity for scheduling purposes. Additionally, the seminar hours have been removed from the course to allow for more informal touch points with students, to add in flexibility to scheduling, and to meet each individual student's needs. The course outline has also been updated to include the written assignments (the learning contract and the performance review).

2. EESC 111 Earth Science

Proposal Rationale

This proposal is for a name change for EESC 111. The current course name is "Earth and Environmental Science" and we would like to change the name to "Earth Science". The reason for the change is confusion between the courses EESC 101 "Introduction to Environmental Science" and EESC 111 "Earth and Environmental Science". There have been a number of instances when both students and Academic Advisors have confused the two courses resulting in students registering for EESC 111 when they wanted to take EESC 101. The new name "Earth Science" more accurately reflects the course content and aligns with the equivalent course at UBCO which is the primary transfer destination. We would also like to remove the section "Formerly GEOL 111" from the calendar as GEOL 111 has not been offered at OC and therefore is not relevant.

Academic Programs

Arts and Foundational Programs

Revised program:

1. Adult Graduation Diploma

Proposal Rationale

The Psychology 012 course was approved by EdCo in 2017. It was mistakenly not added to the approved electives list for the AGD. This is a proposal to add it to the list. This was already approved by the department and passed committees. Email from the EdCo minutes are attached to show that it was approved as a provincially articulated course.

New program:

1. Video Game Prototyping Micro-Credential

Proposal Rationale

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Academic Policies

Revised policies:

1. Admissions Policy

Proposal Rationale

The Admissions Policy has been changed as per the directives of the Policy and Procedure Framework Governing Policy. These changes include:

Separating policy from procedures

Putting the policy into the new framework format (Section 6.2 of the Policy and Procedure Framework Governing Policy)

Including a Policy statement, Purpose and scope for the policy

Developed and including Definitions for the policy.

Drafted the principles to outlines the range of admissions criteria.

Used much of existing policy but rearranged order.

Organized Special admissions sections to provide clarity.
Added Incomplete Applications section.
Adjusted CRC section to reflect the need to have this admission requirement complete before classes start.

2. Prior Learning Assessment and Recognition

Proposal Rationale

The PLAR policy is over in the Admissions section of the Calendar versus under Policies. Reworked into policy format as per the directives of the Policy and Procedure Framework Governing Policy.

Separating policy from procedures

- Added Policy statement, purpose, scope and definitions
- Defined when PLAR is not available
- Provided PLAR examples
- Changed Transfer credit language
- Included grades/credits language and no appeal of grade/credit.
- Rearranged order of existing policy

Policy

1. Library Collections Policy

Purpose

This policy provides guidelines for the selection and retention of library materials that support the mission of the College. The policy advises the College community of the standards and principles used to develop library collections in alignment with the College's values and strategic plan.

Administrative Changes to Courses

1. Education Council approved the change of any reference to NTEN/Network Telecommunication Engineering Diploma in other programs and in courses and, as appropriate, add Infrastructure and Computing Technology Diploma (ICT) or the equivalent ICT course or replace it with ICT or the equivalent ICT.

2. Education Council approved the removal of any reference to the LPI option from course prerequisites.

The LPI Test has not been offered since July 31, 2020. We cannot verify any LPI scores now if someone took the LPI prior to its discontinuance.

In 2021 there was an omnibus motion to remove most LPI references through the Calendar, but keep it in some places until July 31, 2022, which was the date that LPI scores could no longer be verified. This was the case for these courses.