Education Council Meeting
Thursday, April 7, 2022

4:00 p.m.
Via Zoom

Faculty

Name	Location
Tim Walters	Shuswap Revelstoke Rep
Priscillia Lefebvre	South Okanagan Similkameen Rep
Bryan Penfound	Central Okanagan Rep
Leanne Mallory	North Okanagan Rep
Danny Marques	Trades & Apprenticeship – Kelowna
Amanda Krebs	Arts & Foundational - SA
Cathy Farrow	Health & Social Development
Youry Khmelevsky	Science and Technology Programs
Chris Newitt	Arts & Foundational – Kelowna
Svan Lembke	School of Business – Kelowna

Educational Administrators

Name	Location
Bill Gillett	Dean – Business & Commercial Aviation Programs
Andrew Hay	Provost & VP Academic
Joan Ragsdale	Regional Dean – Shuswap
Ross Tyner	Director – Library Services

Students

Name	Location
	Student – South Okanagan Similkameen
Sanya Choudhary	Student – Central Okanagan
Simran Bajwa	Student – North Okanagan
	Student - Shuswap Revelstoke

Staff

Name	Location
Bobbie Wyatt	Kelowna Campus
Michelle Somerville	Kelowna Campus

Non-Voting

Name	Location
Neil Fassina	President, OC
Andrea Alexander	Board of Governors

Secretariat

Name	Location
Bob Burge	Registrar OC
Susaye Gayle	Education Council Office

Other Recipients

Name	Area	Name	Area
Joanna Campbell	Assistant to the President	Meri Kim Oliver	VP - Students
Eric Corneau	Regional Dean –S Ok/Similk.	Yvonne Moritz	Dean – Science, Technology & Health
Campus Admin	Campus Admin-Penticton	Stephen Speers	Dean – Trades & Apprenticeship
Rob Huxtable	Dean – Arts & Foundational Programs	Jonathan Rouse	Assoc Dean – Business & Aviation Programs
Margaret Scharf	Campus Admin-Salmon Arm	President	OC Student Union
Joan Smeyers	Campus Admin - Vernon	President	OC Kalamalka (Vernon) Student Assoc
Laura Berntzen	Asst to the Dean– STH	Laura Thurnheer	Associate Dean – Business
Anita Harden	Registrar's Office - Kelowna	Patti Heinzelmann	Asst to Dean - AFP
Delaney Ross	Asst to Dean-Trades/Appren	Leanne Foster	Asst to Director- International
Jasmine McGee	Asst to Director - Student Serv	T Kisilevich	Assoc Dean – Trades & Apprenticeship
Karen Hojnocki	Asst to Director–Con Studies	Tyler Finley	Interim Director – Public Affairs
Joan Ragsdale	Regional Dean Shuswap/Rev	Tanya Harding	Exec Asst-VP Finance & Admin
	Exec Asst-VP Students	Angie March	Asst to Regional Dean – Central Ok
Lara Jennings	Exec Asst to Provost & VP-Academic	Curtis Morcom	VP - Finance and Administration
Beverlie Dietze	Director, Learning/Applied Research	Inga Wheeler	Assoc Registrar – Enrolment Services
Jane Lister	Regional Dean N Okanagan	Sharon Josephson	Associate Dean – AFP
Phil Ashman	Regional Dean C Okanagan	Andrew Pulvermarcher	Associate Dean - AFP
Carlyn Young	Registrar's Office - Kelowna	James Coble	Director, Student Services

Appendix 3.1
Approval of the minutes from the March 3, 2022 Education Council meeting
Motion: "That Education Council approves the minutes from the March 3, 2022 meeting as presented."

Appendix 5.1
Curriculum Recommended by the CPRC – AFP
5.1 a. Motion: "That Education Council approves the course revision: ENGL 235 Professional Writing and Communications as recommended by the CPRC - AFP"

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.

5.1 b. Motion: "That Education Council approves the course revision: CMNS 113 Technical Communication for Information Technology as recommended by the CPRC - AFP"

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.

5.1 c. Motion: "That Education Council approves the course revision: CMNS 123 Analysis and Reporting for Information Technology as recommended by the CPRC - AFP"

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.

5.1 d. Motion: "That Education Council approves the course revision: CMNS 235 Professional Writing and Communications as recommended by the CPRC - AFP"

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.

5.1 e. Motion: "That Education Council approves the course revision: CMNS 300 Argumentation and Persuasion as recommended by the CPRC - AFP

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.

5.1 f. Motion: "That Education Council approves the course revision: CMNS 340 Media in Action as recommended by the CPRC - AFP

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.

5.1 g. Motion: "That Education Council approves the new course: CMNS 162 Introduction to Visual Communication as recommended by the CPRC - AFP

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.

Appendix 5.2
Curriculum Recommended by the CPRC – STH

5.2 a. Motion: "That Education Council approves the course revision: MATH 134 Mathematics for SBT I as recommended by the CPRC – STH.

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.

5.2 b. Motion: "That Education Council approves the new course: MATH 144 Mathematics for SBT II as recommended by the CPRC – STH.

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.

5.2 c. Motion: "That Education Council approves the new course: DSCI 228 Introduction to Applied Data Analytics as recommended by the CPRC – STH.

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.

5.2 d. Motion: "That Education Council approves the new program: Sustainable Building Technology 3 – Year Option as recommended by the CPRC – STH.

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.

5.2 e. Motion: "That Education Council approves the new course: WET 132 Water Treatment as recommended by the CPRC – STH.

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.

5.2 f. Motion: "That Education Council approves the new course: WET 210 Operations, Planning and Maintenance for WET II as recommended by the CPRC – STH.

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.

5.2 g. Motion: "That Education Council approves the course revision: WET 112 Water Quality and Treatment Processes as recommended by the CPRC – STH.

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.

5.2 h. Motion: "That Education Council approves the course revision: WET 211 Wastewater Treatment as recommended by the CPRC – STH.

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.

5.2 i. Motion: "That Education Council approves the course revision: WET 226 Advanced Treatment Technologies as recommended by the CPRC – STH.

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.

5.2 j. Motion: "That Education Council approves the program revision: Water Engineering Technology Diploma as recommended by the CPRC – STH.

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.

Appendix 5.3
Curriculum Recommended by the CPRC – BUS

5.3 a. Motion: "That Education Council approves the course revision: BUAD 401 International Trade Management as recommended by the CPRC – BUS.

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.

5.3 b. Motion: "That Education Council approves the program revision: Business Administration Diploma as recommended by the CPRC – BUS.

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.

Members of the Department conducted a scan of comparable institutions and programs to get a sense of what they required. For many institutions, laptop computers were considered an entrance requirement. Having this clearly stated in the expectations for students entering our programs does the following:

- it validates the purchase of a laptop eligible as a student loan or financial support expense
- it makes the expense of the purchase clear and visible to all students
- it allows us to clarify the minimum expectations for personal devices
- it allows us to prepare students to learn and use technology in much the same way they may be expected to in their lives and work outside of College and sets the expectation that proficiency in the use of technology is an expectation
- it allows students from out of country to better anticipate their costs and may alleviate stress by allowing them to purchase these devices in their own home country.

It also positively impacts the student experience in the program and the classroom by:

 - ensuring that all students have access to the same basic level of technology therefore reducing disparity in the classroom
- it reinforces that students have the tools to engage in dispersed group work via technology such as shared files, etc. This is increasingly a basic expectation as students may have difficulty

physically getting together to work on projects

 - it allows faculty to design and deliver more immersive learning experiences in real time such as simulations, creation of worksheets, and on-demand presentations

 - it also allows for the assessment process in multiple modalities (online vs face-to-face) to be equivalent and demonstrate parity regardless of delivery method. This means that if online sections are doing final exams via personal computer, so can in-class (face-to-face) classes

- faculty may be called upon to help students troubleshoot issues with devices. Currently, faculty limit their support to specific programs and generally to the operation of those programs only. It is not anticipated that these demands will change, or increase significantly.

This requirement will also allow the College to expand and utilize more online and virtual options enhancing both access and effective teaching and learning.

There will be impacts on the College of such a policy, and as a result so we have done consultation with IT Services, the Library, Facilities, and Financial Aid. Some of the impacts are:

- not all classrooms will be constructed with the requirements of powering every student laptop in mind. We believe this can be mitigated as not all classes will require laptop use all the time, students can be encouraged to charge their devices ahead of time, and for specific situations like exams, we can ensure that we plan in advance for portable power solutions

- not all common spaces will allow for students to charge devices as demand may warrant. Not all students will need their laptops each day, not all students on campus will require laptops. By implementing this for the fall of 2022, we are giving time for Facilities to consider additional charging options to meet demand

- the requirement for Business students to have a laptop will start with incoming students in 2022. The demand will grow year to year and allows for more solutions for power to be implemented over time

- it is anticipated that just as we are able to specify the needs of classes to have specialized rooms such as computer labs, there may be specific rooms that are dedicated to courses requiring the continuous use of computers

- this initiative could reduce the burden on specific computer labs by allowing some courses which use the labs simply for accessing the internet to instead be directed to any classroom with a suitable power supply

 - the institution may need to create additional student guidance and policy around how/if it supports personal learning devices. We understand that the requirement to have a personal learning device such as a laptop could increase the requests for support from students. We do know that currently a significant number of our students do have their own devices, so we anticipate that a review of current policy may show that what we do now will work moving forward.

5.3 c. Motion: "That Education Council approves the program revision: Post-Baccalaureate Certificate in Human Resources Management as recommended by the CPRC – BUS.

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.

5.3 d. Motion: "That Education Council approves the program revision: Post-Baccalaureate Diploma in Human Resources Management as recommended by the CPRC – BUS.

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.

5.3 e. Motion: "That Education Council approves the new program: Post-Baccalaureate Certificate in Operations Management as recommended by the CPRC – BUS.

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 it's 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.

To illustrate the need this type of credential and for employees with operations backgrounds, we provide the following information:

According to the BC Labour Market Outlook (2019), the forecast for Operations Manager positions in Manufacturing (NOC0911) in British Columbia is fair. Approximately 7550 people work in this occupation in BC and 650 people work in the Okanagan Region with 94% of workers being fulltime. There is expected to be moderate growth in this field leading to new positions and several positions becoming available due to retirements. In the Okanagan, most of these positions (29%) are in the food and beverage sector.
(https://www.jobbank.gc.ca/marketreport/outlook-occupation/56/BC).

The supply chain market is expected to more than double by 2030. (Mazareanu, 2020, see https://www-statista-com.ezproxy.okanagan.bc.ca/statistics/1095393/global-next-gen-supply-chain-market-size/). Supply chain management is cited by the Skilled Immigrant Infocentre as one of the fastest growing industries in 2021. Further, there is forecasted to be 66,000 jobs every year in Canada for skilled supply chain staff (https://pwp.vpl.ca/siic/industry-profiles/fastest-growing-industries-supply-chain/).

Currently, LinkedIn Canada boasts over 65,000 listings for operations jobs in Canada (https://ca.linkedin.com/jobs/operations-jobs). According the BC Labour Market Outlook (2019), the forecast for Operations Manager positions in Manufacturing in British Columbia is fair. Approximately 7550 people work in this occupation in BC and 650 people work in the Okanagan Region with 94% of workers being fulltime (https://www.jobbank.gc.ca/marketreport/outlook-occupation/56/BC).

Here is a sample of current postings for two NOCS codes that are relevant to graduates with these proposed credentials from Canadian-online job postings (https://lmic-cimt.ca/canadian-online-job-posting-dashboard/):
Purchasing managers (NOCS 0113) – (150 postings in October)
Manufacturing managers (NOCS0911) – (300 postings in October)
Career titles for graduates with these credentials could include:
Supply chain manager
Logistics manager
Operations manager
Operations analyst
Operations coordinator
Director of operations

Salaries in Canada are approximately $66,000 to $100,000 for entry level management to middle management positions.

5.3 f. Motion: "That Education Council approves the new program: Post-Baccalaureate Diploma in Operations Management as recommended by the CPRC – BUS.

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.

To illustrate the need this type of credential and for employees with operations backgrounds, we provide the following information:

According to the BC Labour Market Outlook (2019), the forecast for Operations Manager positions in Manufacturing (NOC0911) in British Columbia is fair. Approximately 7550 people work in this occupation in BC and 650 people work in the Okanagan Region with 94% of workers being fulltime. There is expected to be moderate growth in this field leading to new positions and several positions becoming available due to retirements. In the Okanagan, most of these positions (29%) are in the food and beverage sector.
(https://www.jobbank.gc.ca/marketreport/outlook-occupation/56/BC).
The supply chain market is expected to more than double by 2030. (Mazareanu, 2020, see https://www-statista-com.ezproxy.okanagan.bc.ca/statistics/1095393/global-next-gen-supply-chain-market-size/). Supply chain management is cited by the Skilled Immigrant Infocentre as one of the fastest growing industries in 2021. Further, there is forecasted to be 66,000 jobs every year in Canada for skilled supply chain staff (https://pwp.vpl.ca/siic/industry-profiles/fastest-growing-industries-supply-chain/).

Currently, LinkedIn Canada boasts over 65,000 listings for operations jobs in Canada (https://ca.linkedin.com/jobs/operations-jobs). According the BC Labour Market Outlook (2019), the forecast for Operations Manager positions in Manufacturing in British Columbia is fair. Approximately 7550 people work in this occupation in BC and 650 people work in the Okanagan Region with 94% of workers being fulltime (https://www.jobbank.gc.ca/marketreport/outlook-occupation/56/BC).

Here is a sample of current postings for two NOCS codes that are relevant to graduates with these proposed credentials from Canadian-online job postings (https://lmic-cimt.ca/canadian-online-job-posting-dashboard/):
Purchasing managers (NOCS 0113) – (150 postings in October)
Manufacturing managers (NOCS0911) – (300 postings in October)
Career titles for graduates with these credentials could include:
Supply chain manager
Logistics manager
Operations manager
Operations analyst
Operations coordinator
Director of operations

Salaries in Canada are approximately $66,000 to $100,000 for entry level management to middle management positions.

5.3 g. Motion: "That Education Council approves the new program: Bachelor of Business Administration: Concentration Operations Management as recommended by the CPRC – BUS.

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). Supply Chain Canada is the largest professional accreditation association in supply chain management in Canada.

To illustrate the need this type of credential and for employees with operations backgrounds, we provide the following information:

The supply chain market is expected to more than double by 2030. (Mazareanu, 2020, see https://www-statista-com.ezproxy.okanagan.bc.ca/statistics/1095393/global-next-gen-supply-chain-market-size/). Supply chain management is cited by the Skilled Immigrant Infocentre as one of the fastest growing industries in 2021. Further, there is forecasted to be 66,000 jobs every year in Canada for skilled supply chain staff (https://pwp.vpl.ca/siic/industry-profiles/fastest-growing-industries-supply-chain/).

Currently, LinkedIn Canada boasts over 65,000 listings for operations jobs in Canada (https://ca.linkedin.com/jobs/operations-jobs). According the BC Labour Market Outlook (2019), the forecast for Operations Manager positions in Manufacturing in British Columbia is fair. Approximately 7550 people work in this occupation in BC and 650 people work in the Okanagan Region with 94% of workers being fulltime (https://www.jobbank.gc.ca/marketreport/outlook-occupation/56/BC).

Here is a sample of current postings for two NOCS codes that are relevant to graduates with these proposed credentials from Canadian-online job postings (https://lmic-cimt.ca/canadian-online-job-posting-dashboard/):
- Purchasing managers (NOCS 0113) – (150 postings in October)
 - Manufacturing managers (NOCS0911) – (300 postings in October)
- Career titles for graduates with these credentials could include:
 - Supply chain manager
 - Logistics manager
- Operations manager
- Operations analyst
- Operations coordinator
- Director of operations.

Salaries in Canada are approximately $66,000 to $100,000 for entry level management to middle management positions.

Together a specialty area in Management and the Concentration in Operations Management will give students the knowledge, skills and confidence to seek meaningful employment. The PAC for business was very supportive of this Concentration and indicated that they would be interested in hiring individuals from this program.

The Concentration would not appear on a student's parchment, but would instead show on their transcript (similar to other OC Concentrations). Unlike other concentrations, this one is only open to students currently in the Management specialty area.

The anticipated impacts of this program change are:
- increased clarity for students who are looking to make a career in Operations
- an increase in enrollment in the Operations courses. Currently many students are only made aware of Operations courses in their last year of our BBA. Anecdotal evidence from students indicates that had they known about the more technical courses in advance, they would have chosen to enroll
- we currently have the faculty to support the delivery of these courses as they are simply a packaging of existing courses. This concentration allows us to highlight these courses more effectively to students.

Appendix 7
In camera session
Motion: "That Education Council moves in camera."

Appendix 7.1
Motion: "That Education Council approves the minutes of the March 14, 2022 Education Council meeting as presented."

Appendix 7.2
Motion: "That Education Council approves the minutes of the March 22, 2022 Operations committee meeting as presented."