Appendix 2
Motion: "That Education Council adopts the agenda for the November 2, 2023 meeting as presented."

Appendix 3.1
Approval of the minutes from the October 5, 2023 Education Council meeting
Motion: "That Education Council approves the minutes from October 5, 2023 meeting as presented."

Appendix 5.1
5.1. Curriculum recommended by CPRC - AFP

5.2 a. Motion: "That Education Council approves the program revision: Gender, Sexuality and Women's Studies Emphasis as recommended by the CPRC – AFP."

Proposal Rationale
The Associate Arts emphasis for Gender, Sexuality and Women's Studies is incorrect. We currently do not offer six credits of first year GSWS. We offer 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.

5.2 b. Motion: "That Education Council approves the program revision: Accessible Education Certificate – Fundamentals as recommended by the CPRC – AFP."

Proposal Rationale
ASE would like to change the name of some of our programs to better align with what is happening provincially and within the community in regard to language around diverse-abilities. The name will also be changed in the program description, program outline and grad requirements. Everything else in this certificate stays the same.

5.2 c. Motion: "That Education Council approves the program revision: Accessible Education Certificate as recommended by the CPRC – AFP."

Proposal Rationale
ASE would like to change the name of some of our programs to better align with what is happening provincially and within the community in regard to language around diverse-abilities. The name will also be changed in the program description, program outline and grad requirements. Everything else in this certificate stays the same.

5.2 d. Motion: "That Education Council approves the program revision: Accessible Education Certificate - Fundamentals 1 as recommended by the CPRC – AFP."

Proposal Rationale
ASE would like to change the name of some of our programs to better align with what is happening provincially and within the community in regard to language around diverse-abilities. This program is similar to our Basic skills A (proposal in to change to Accessible education Certificate- Fundamentals) taught in Kelowna, but this one is a one year only program taught every second year in Penticton, Vernon and Salmon Arm. The name will also be changed in the program description, program outline and grad requirements.

5.5 e. Motion: "That Education Council approves the new course: CMNS 124 Operations Analysis and Optimization for Infrastructure and Computing Technology as recommended by the CPRC – AFP."

Proposal Rationale
Our 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).

5.5 f. Motion: "That Education Council approves the new course: CMNS 222 Interpersonal Communication as recommended by the CPRC – AFP."

Proposal Rationale
In the wake of the COVID-19 pandemic, students who navigated online classes, engaged in limited social interactions, and experienced a two-year disruption in face-to-face dialogue entered the workforce ill-equipped to communicate effectively with peers, prospective employers, and clients. Though recent graduates lived through a one-in-a-generation event that diminished their access to the rules and tools they would need to draw upon for the conversations, emails, and meetings ahead of them, employers have long cited interpersonal communication skills as a weakness in new hires and a target for in-house training seminars. This applied course in interpersonal communications empowers students to hone the soft skills employers value. It builds on the professional writing and presentation methods introduced in 1st-year communication classes through a series of workshops designed to strengthen persuasive strategies and rhetorical tools specific to interview techniques, self-advocacy, and common workplace interactions. Students will apply evidence-based research to exercises designed to

improve communication clarity and build confidence. They will set goals and work in teams to respond to issues in a case study addressing competencies they seek to master such as active listening skills, team-building techniques, and leadership capabilities. Given the challenges ahead for students who, as babies and toddlers, failed to develop an understanding of nonverbal cues from parents and caregivers scrolling through social media rather than engaging their imaginations, this course will fill a void for years to come.

5.5 g. Motion: "That Education Council approves the new course: CMNS 262 Intercultural Communication as recommended by the CPRC – AFP."

Proposal Rationale
Because it draws upon and is influenced by theories and practices from around the world, including indigenous ideas about teaching and learning that greatly respect the individual journey, this course is different from many others in content, design, deliverables (what students will produce), and assessment—or grading. Most importantly, students need to understand that as they engage with the materials, conversations, exercises, and assignments, they may experience both academic and personal growth as they move through individual journeys together. The course will offer students greater depths of understanding about lived realities behind often-used words and phrases such as multicultural, intercultural, diversity, and inclusive. In the safe and supportive climate of the class, students will be invited to share as much or as little as they wish in the process of looking at themselves and other people in deep ways. Further they can expect to engage with sensitive and often challenging issues of earned and unearned power and privilege, stereotype and stigma, social justice and ethical relations such as Indigenous rights, Asian discrimination, and Black Lives Matter. They will discover how people shape stories about themselves and others (including the danger of a "single story") and also how and why others might respond to themselves and diverse peoples in the ways they do. Throughout the course, students will work towards becoming more culturally aware, responsive, and engaged people and more inter-culturally skilled communicators who can—in their own ways— help solve the plethora of social, political, and environmental problems we, as humans sharing the same world, all face.

5.2. Curriculum recommended by CPRC - HSD

5.2 a. Motion: "That Education Council approves the course revision: THER 104 Client Care Principles & Practice: Introductory as recommended by the CPRC – HSD."

Proposal Rationale
The Therapist Assistant Diploma (TAD) has a new certificate stream: Recreation Therapist Assistant Certificate (RTAC).
For students to progress through the 2 semesters of the RTAC program, the prerequisites for 4 second semester classes, including one practicum THER 150, need to be changed.
These pre-requisite changes will be requested for both TAD and RTAC. This will allow RTAC students to progress into the second semester and will also allow TAD students to continue in a part-time basis- an option that is currently not available.
There are 4 courses for which pre-requisite changes are requested:
THER 104: Client Care: Principles and Practice Introductory
THER 125: Practicum Preparation
THER 141: Recreation Therapist Assistant: Principles and Practice II
THER 150: Recreation Therapist Assistant practicum (3 weeks)

5.2 b. Motion: "That Education Council approves the course revision: THER 125 Practicum Preparation as recommended by the CPRC – HSD."

Proposal Rationale
The Therapist Assistant Diploma (TAD) has a new certificate stream: Recreation Therapist Assistant Certificate (RTAC).
For students to progress through the 2 semesters of the RTAC program, the prerequisites for 4 second semester classes, including one practicum THER 150, need to be changed.
These pre-requisite changes will be requested for both TAD and RTAC. This will allow RTAC students to progress into the second semester and will also allow TAD students to continue in a part-time basis- an option that is currently not available.
There are 4 courses for which pre-requisite changes are requested:
THER 104: Client Care: Principles and Practice Introductory
THER 125: Practicum Preparation
THER 141: Recreation Therapist Assistant: Principles and Practice II
THER 150: Recreation Therapist Assistant practicum (3 weeks)

5.2 c. Motion: "That Education Council approves the course revision: THER 141 Recreation Therapist Assistant II: Principles & Practice as recommended by the CPRC – HSD."

Proposal Rationale
The Therapist Assistant Diploma (TAD) has a new certificate stream: Recreation Therapist Assistant Certificate (RTAC).
For students to progress through the 2 semesters of the RTAC program, the prerequisites for 4 second semester classes, including one practicum THER 150, need to be changed.
These pre-requisite changes will be requested for both TAD and RTAC. This will allow RTAC students to progress into the second semester and will also allow TAD students to continue in a part-time basis- an option that is currently not available.
There are 4 courses for which pre-requisite changes are requested:
THER 104: Client Care: Principles and Practice Introductory
THER 125: Practicum Preparation
THER 141: Recreation Therapist Assistant: Principles and Practice II
THER 150: Recreation Therapist Assistant practicum (3 weeks)

5.2 d. Motion: "That Education Council approves the course revision: THER 150 Practicum I: Recreation Therapist Assistant as recommended by the CPRC – HSD."

Proposal Rationale
The Therapist Assistant Diploma (TAD) has a new certificate stream: Recreation Therapist Assistant Certificate (RTAC).
For students to progress through the 2 semesters of the RTAC program, the prerequisites for 4 second semester classes, including this practicum THER 150, need to be changed.
These pre-requisite changes will be requested for both TAD and RTAC. This will allow RTAC students to progress into the second semester and will also allow TAD students to continue in a part-time basis- an option that is currently not available.
There are 4 courses for which pre-requisite changes are requested:
THER 104: Client Care: Principles and Practice Introductory
THER 125: Practicum Preparation
THER 141: Recreation Therapist Assistant: Principles and Practice II
THER 150: Recreation Therapist Assistant practicum (3 weeks)

5.2 e. Motion: "That Education Council approves the program revision:
Therapist Assistant Diploma as recommended by the CPRC – HSD."

Proposal Rationale
The Therapist Assistant Diploma (TAD) has a new certificate stream: Recreation Therapist
Assistant Certificate (RTAC).
For students to progress through the 2 semesters of the RTAC program, the prerequisites for 4
second semester classes, including one practicum THER 150, need to be changed.
These pre-requisite changes will be requested for both TAD and RTAC. This will allow RTAC
students to progress into the second semester and will also allow TAD students to continue in a
part-time basis- an option that is currently not available.
There are 4 courses for which pre-requisite changes are requested:
THER 104: Client Care: Principles and Practice Introductory
THER 125: Practicum Preparation
THER 141: Recreation Therapist Assistant: Principles and Practice II
THER 150: Recreation Therapist Assistant practicum (3 weeks)
*These courses are not cross-listed with any other courses

5.3. Curriculum recommended by CPRC – T/A

5.2 a. Motion: ""That Education Council approves the course revision: RIT 100 Foundational
Skills for Residential Insulators and thereby approves the course revisions for:

RIT 101 Health and Safety in insulation Work
RIT 102 Building Science Fundamentals and the Building Envelope
RIT 103 Application of Insulation in Residential / Multi-Family Construction
RIT 104 Specialty Products in Residential and Multi-Family Construction
RIT 105 Spray Foam Application
RIT 106 Insulation Workshops"

Proposal Rationale (RIT100)
PROGRAM REVISION RATIONALE - hours have been reduced slightly to accommodate the BC
Micro-Credential Framework guidelines. Consultation with SME and development team confirms
there will be no compromise to curriculum or competencies for learners.

During extensive consultation with employers, subject matter experts, industry stakeholders and
suppliers, foundational skills were highlighted as a key component for this micro-credential. This
course includes a variety of soft skills that are essential to productive employees. Based on
previous workforce development projects, employer feedback highlighted their appreciation for
the inclusion of soft skills and essential skills to ensure learners were well-rounded potential
employees.

Internally Trades and Apprenticeship has been consulted and is support of this new program and
its related courses. All consultation information is in the overall program proposal.

Proposal Rationale (RIT101)
PROGRAM REVISION RATIONALE - hours have been reduced slightly to accommodate the BC
Micro-Credential Framework guidelines. Consultation with SME and development team confirms
there will be no compromise to curriculum or competencies for learners.

During extensive consultation with employers, subject matter experts, industry stakeholders and suppliers, foundational skills were highlighted as a key component for this micro-credential. This course includes a variety of soft skills that are essential to productive employees. Based on previous workforce development projects, employer feedback highlighted their appreciation for the inclusion of soft skills and essential skills to ensure learners were well-rounded potential employees.

Internally Trades and Apprenticeship has been consulted and is support of this new program and its related courses. All consultation information is in the overall program proposal.

Proposal Rationale (RIT102)
PROGRAM REVISION RATIONALE - hours have been adjusted slightly to accommodate the BC Micro-Credential Framework guidelines. Consultation with SME and development team confirms there will be no compromise to curriculum or competencies for learners.

Changes in the industry including targeted building envelop improvements, higher performing products and new approaches make it important to have the knowledge of building science and building codes. This content was deemed important to include in this micro-credential by employers and industry subject matter experts. The movement to insulation being a more technical job facilitates the need to include building science and building envelope information. Consultation with employers, industry stakeholders and subject matter experts facilitated the inclusion of the building science and building envelope topics. Insulators need to have a fundamental understanding of these topic areas to be effective installers. Installation is moving to be a very technical occupation and this course supports the knowledge needed to enhance the employability of graduates.

Internally Trades and Apprenticeship has been consulted and is support of this new program and its related courses. All consultation information is in the overall program proposal.

Proposal Rationale (RIT103)
PROGRAM REVISION RATIONALE - hours have been reduced slightly to accommodate the BC Micro-Credential Framework guidelines. Consultation with SME and development team confirms there will be no compromise to curriculum or competencies for learners.

Proper insulation product knowledge and application techniques contribute to quality installation. Employers want to ensure their employees fully understand the components, the rationale and application for the major insulation products in the industry. In addition, providing the base knowledge of estimating and cost analysis helps employees in this industry understand the importance of quality and efficiency for projects. Consultation contributed to the topics included in this core course.

Internally Trades and Apprenticeship has been consulted and is support of this new program and its related courses. All consultation information is in the overall program proposal.

Proposal Rationale (RIT104)
PROGRAM REVISION RATIONALE - hours have been reduced slightly to accommodate the BC Micro-Credential Framework guidelines. Consultation with SME and development team confirms there will be no compromise to curriculum or competencies for learners.

The insulation industry products evolve and include a variety of specialty products for a variety of uses. This course will provide knowledge and experience with specialty products used for a

myriad of uses that are covered. This course provides a foundation in specialty products that make learners more employable as they have a wider variety of product knowledge. Consultation supported the inclusion of this content for the micro-credential.

Internally Trades and Apprenticeship has been consulted and is support of this new program and its related courses. All consultation information is in the overall program proposal.

Proposal Rationale (RIT105)
PROGRAM REVISION RATIONALE - hours have been reduced slightly to accommodate the BC Micro-Credential Framework guidelines. Consultation with SME and development team confirms there will be no compromise to curriculum or competencies for learners.

Spray foam application is used in a myriad of insulation applications. Many times spray foam and other types of insulation are used together. Including spray foam application as a course in this micro-credential will enhance the employability of the learner but also provide industry employers with a more well-rounded employee.

Internally Trades and Apprenticeship has been consulted and is support of this new program and its related courses. All consultation information is in the overall program proposal.

Proposal Rationale (RIT106)
PROGRAM REVISION RATIONALE - hours have been reduced slightly to accommodate the BC Micro-Credential Framework guidelines. Consultation with SME and development team confirms there will be no compromise to curriculum or competencies for learners.

There is a variety of other content that would benefit learners in this micro-credential and this workshop course allows inclusion of additional content that doesn't necessarily fit under other courses. Providing workshops that will are current and relevant, learners will gain additional knowledge to augment their knowledge.

Internally Trades and Apprenticeship has been consulted and is support of this new program and its related courses. All consultation information is in the overall program proposal.

5.2 h. Motion: "That Education Council approves the new program:
Residential Insulation Technician Micro-credential as recommended by the CPRC – T/A."

Proposal Rationale

PROGRAM REVISION RATIONALE - The BC Framework for Micro-credentials lists the maximum hours being 288 for micro-credentials in the province. We have revised the RIT micro-credential to fit within the framework. Consultation with the SME and the development team ensures that the credential can be reduced without compromising the curriculum or competencies for learners.

In 2017, Okanagan College was approached by Community Futures North Okanagan regarding local insulation employers who were having difficulty finding qualified and trained employees. CFNO connected Continuing Studies with local employers in the North Okanagan and CS developed a package of courses to train individuals with little or no experience to become qualified residential insulators. This workforce development opportunity ended up with three successful Project Based Labour Market Training Programs funded through the Ministry of Social

Development and Poverty Reduction. As a result, Okanagan College became recognized regionally, provincially and even nationally for its Residential Insulation Training. Employers from across the country and Pacific Northwest USA contacted Continuing Studies looking for students of RIT. These projects were offered through a Continuing Studies and Trades & Apprenticeship collaboration and each cohort had solid success including 90-100% employment rates.

Since 2017, it was identified that there is no formal program anywhere in Canada or the Pacific Northwest to prepare people for careers in residential insulation installation. There is a Heat and Frost formal trade and while there are transferable skills, this trade is very different from residential insulation installation.

Changing building codes, commitment to net-zero building and new insulation requirements have created renewed growth in the insulation industry, not only for new builds but also for renovations and retrofits. However, many contractors are unable to take advantage of these opportunities due to a severe lack of qualified staff. There is also a movement in the industry to improve insulation contractor installation practices in general. OC's Residential Insulation Training is recognized by industry leaders as the highest level of education in Canada to train quality installers and CS continues to receive regular requests from employers across the country for participants who have completed this training. This micro-credential provides the requisite training that aligns with the industry direction. Included the Home Performance Stakeholders Council's insulation roadmap that clearly identifies the need for this type of micro-credential. The Home Performance Stakeholders Council is a non-profit organization that works with BC's home improvement industry sectors to help grow the home performance industry into a sustainable and profitable market segment in the province. The HPSC has and continues to demonstrate support for all of OC's workforce development proposals as well as the proposal to develop an RIT micro-credential. HSPC includes an insulation sector council comprised of contractors, trades associations, industry experts and advisors from throughout the province.

Fast forward to November 2022 where Okanagan College submitted an application to the Canadian Colleges for Resilient Recovery to develop a Residential Insulation Technician Micro-Credential. OC just signed the contract to design and deliver a pilot of the RIT micro-credential by March 31, 2024.

Internal Consultation:

As mentioned, Continuing Studies and Trades and Apprenticeship collaborated on the original workforce development projects with great success. For this micro-credential, Continuing Studies has consulted with the Associate Dean of Trades and Apprenticeship to ensure support and continued collaboration. Trades and Apprenticeship has confirmed support for the development and collaborative delivery of this new industry credential. The library has also confirmed there are no implications to this new micro-credential (confirmation email attached).

External consultation and support for this micro-credential includes:

• Over 15 local employers willing and excited to hire grads from this program as well as put new employees through this training. Currently there are 84 jobs listed on Indeed with the majority of them "hiring multiple candidates" and 132 insulation jobs posted on the WorkBC provincial job search site.

• Nationally recognized insulation product companies providing support for this micro-credential.

• HSPC has provided valuable input into the design of this micro-credential and is excited to support the promotion of the micro-credential and ensure continued connection with employers throughout the province.

• Employment Service Providers – continued support looking to provide opportunities for their clients who are looking for training that leads to sustainable employment opportunities.

Letters of support for recent RIT proposals are included to support the external consultation. Essentially, CS has an advisory committee comprised of employers, HSPC, consultants, service providers and industry product companies who are extensively involved in the support and development of this micro-credential.

5.4. Curriculum recommended by CPRC – ST

5.2 a. Motion: "That Education Council approves the new course: CHEM 131 Chemistry of Brewing as recommended by the CPRC – ST."

Proposal Rationale
The Chemistry of Brewing course is designed to engage both arts and science students in a survey of fundamental chemistry and microbiology concepts.
This is a non-math intensive course with no pre-requisites.
The course would provide Arts students with a lab science credit towards the Arts diploma and inspire science students toward future in-depth studies.

5.2 b. Motion: "That Education Council approves the new course: PCIT 100 Cybersecurity Fundamentals as recommended by the CPRC – ST."

Proposal Rationale
This course provides the foundational skills and concepts that learners will need to have as a basis for future courses within the micro-credential. Through consultation, this course is deemed important as it provides baseline of fundamental concepts that the learners will require for overall success. Additionally as learners will potentially have a wide variety of background and experience, this course provides the opportunity for prior learning discussion to set the pace for the course and gets all learners to a consistent minimum skillset.

5.2 c. Motion: "That Education Council approves the new course: PCIT 101 Security Audits and Assessments as recommended by the CPRC – ST."

Proposal Rationale

Security audits and assessments are the first step to establishing an organizational cybersecurity framework. Content of this course serves as the first vital step in creating a comprehensive action plan that moves an organization from its current state to its desired state in the realm of cybersecurity. Through consultation, this content was deemed a critical element of the overall micro-credential.

5.2 d. Motion: "That Education Council approves the new course: PCIT 102 Client and Server Security as recommended by the CPRC – ST."

Proposal Rationale

Client and server (endpoint) security is an industry accepted cybersecurity domain from which cybersecurity specialists assess and evaluate critical vulnerabilities and create remediation plans to properly defend a network. Through consultation, this course serves as logical grouping of cybersecurity tactics, skills, and techniques that learners will employ in industry.

5.2 e. Motion: "That Education Council approves the new course: PCIT 103 Internetwork Security   as recommended by the CPRC – ST."

Proposal Rationale
Internetwork security is another industry accepted cybersecurity domain from which cybersecurity specialists assess and evaluate critical vulnerabilities and create remediation plans to properly defend a network. Through consultation, this course serves as logical grouping of cybersecurity tactics, skills, and techniques that learners will employ in industry.

5.2 f. Motion: "That Education Council approves the new course: PCIT 104 Cybersecurity Capstone as recommended by the CPRC – ST."

Proposal Rationale
The capstone course provides learners an opportunity to apply the skills, tactics, and concepts to a real-world setting, ideally in an environment in which the learner currently works. Through consultation, this course serves as a logical application of the cumulative learning acquired over the previous courses. Should learners not have access to an organizational environment, real-life case studies will be provided for them to utilize.

5.2 g. Motion: "That Education Council approves the new program: Practical Cybersecurity for IT Professionals Micro-credential as recommended by the CPRC – ST."

Proposal Rationale
This micro-credential is targeted at increasing the skillset and competencies for IT professionals specific to cybersecurity protection of small and medium-sized enterprises. This micro-credential will introduce learners to practical approaches for securing business and enterprise network infrastructures and data systems with an emphasis on cybersecurity policies, network design, and business continuity. Learners will gain applied skills and real-time learning will create a catalyst for immediate change to further protect enterprise environments.

OC has received funding through the Ministry of Post Secondary and Future Skills to design, develop, and deliver this micro-credential by June 2024.

This micro-credential will provide learners with practical skills that can be immediately put into practice at the organizations where they work. The target demographic for this micro-credential is IT professionals with one to three years experience and a working knowledge of foundational cybersecurity concepts. This learning will be scenario based, expanding on best practices in working enterprise environments. This learning will assist IT professionals to take their skills to a higher level and secure career progression opportunities. While there are a variety of cybersecurity credentials in the industry, many learning opportunities are focused on providing the information directly to obtain the credential and others are very much vendor specific product training. This micro-credential will focus on applied, real-life learning where learners can immediately put their learning to use with their own organizations or customers.

OC offers a diploma in Infrastructure and Computing Technology (ICT) and a diploma and degree

in Computer Information Systems. ICT does include cybersecurity in its program, however course material is delivered at a foundational level that caters to the capabilities of the learners (who generally have no industry experience) in the diploma. We understand that COSC/CIS is proposing as post baccalaureate diploma in cybersecurity programming focused on learners with underlying degrees in Computer Information Systems, science, or engineering. As such, PCIT will not duplicate content for this realm as the target learners are significantly different. CSCT will work in collaboration with both of these departments to ensure there is not direct duplication of content.

PCIT also fills a need vocalized by local community stakeholders (as identified by the letters of support) as well as the ICT program advisory committee. Many organizations want their IT staff and consultants to have a higher-level and practical knowledge of cybersecurity to enhance the protection of their enterprises.

This micro-credential will be offered online, part-time with evening and weekend options to enhance the accessibility for working professionals. OC will also not have any specific admission requirements other than experience in the IT industry to ensure learners can upskill and immediately apply their knowledge.

Cybersecurity is an emerging career and the average wage for cybersecurity professionals in Canada is $92,608 annually (with the range being $76,850 to $130,000). Post Covid, the number of cyberattacks increased by 63% resulting in the exposure of 37 billion records (representing a 141% increase over 2019). Statscan reported that roughly one out of five small businesses were impacted by cybersecurity incidents. Currently, studies show that one in six cybersecurity jobs go unfilled in Canada.

External consultation includes:
* local employers from a variety of sectors
* Accelerate Okanagan
* ICT PAC members

Internal consultation includes:
* Registrar - program/course code assignment
* Library
* College Relations
* ICT Department
* CIS Department
* Learning and Applied Research
* Science and Tech Faculty

5.2 h. Motion: "That Education Council approves the course revision: ICT 212 Cybersecurity Analysis as recommended by the CPRC – ST."

Proposal Rationale
Security training continues to gain importance for workers in the IT sector. The addition of ICT 218 as a mandatory course and the moving of ICT 225 into the same semester places all of the related security courses into the same semester. This proposal adds corequisites with the other security courses being offered concurrently. They will form a cohesive block of training that crosses the entire spectrum of IT-related security.

5.2 i. Motion: "That Education Council approves the course revision: ICT 218 Client and Server Security as recommended by the CPRC – ST."

Proposal Rationale
Security training continues to gain importance for workers in the IT sector. Previously, this course was set as an elective in the Infrastructure & Computing Technology program but now we recognize that it needs to be a mandatory part of any worker's training. This proposal adds it to the main program flow and makes it corequisite with the other security courses being offered concurrently. They will form a cohesive block of training that crosses the entire spectrum of IT-related security.

5.2 j. Motion: "That Education Council approves the course revision: ICT 225 Internetwork Security I as recommended by the CPRC – ST."

Proposal Rationale
Security training continues to gain importance for workers in the IT sector. The addition of ICT 218 as a mandatory course and the moving of ICT 225 into the same semester as ICT 212 and 218 places all of the related security courses into the same semester. This proposal adds corequisites with the other security courses being offered concurrently. They will form a cohesive block of training that crosses the entire spectrum of IT-related security.
Additionally, the removal of ICT 217 from the program's flow means that the prerequisite for this course must be adjusted to ICT 137.

5.2 k. Motion: "That Education Council approves the new course: ICT 228 Scaling Infrastructure & Services as recommended by the CPRC – ST."

Proposal Rationale
Discussions with the Program Advisory Committee (PAC) for the Infrastructure & Computing Technology diploma program identified an emerging topic set that was not being covered by the existing coursework, specifically the scaling of local computing infrastructure into a cloud workspace. This new course is a response to that lack of content. It is developed to integrate into the existing program and contains appropriate bridge topics to bring the students from their existing work in the program to the new material.
Also identified by the committee is the reduction of the need for training in one of the historical mainstays of the program. To allow for the addition of a new course to the program flow, both the PAC and the department found that the necessary training in network routing and switching could be consolidated from three courses (ICT 117, 137, and 217) into two courses (we will maintain ICT 117 and 137). Over time, these courses have been a place where other emerging topics got placed and this revision will refocus them onto their intended purpose. Those other emerging topics (such as infrastucture security) have grown to have their own courses and do not need to be part of the network routing and switching courses any longer.

5.2 l. Motion: "That Education Council approves the course revision: ICT 299 Network Projectas recommended by the CPRC – ST."

Proposal Rationale
The removal of ICT 217 from the program's flow and the resequencing of ICT 225 means that the prerequisites and corequisites for this course must be updated.

5.2 m. Motion: "That Education Council approves the program revision: Infrastructure and Computing Technology Diploma as recommended by the CPRC – ST."

Proposal Rationale

The program course flow will need to be modified to allow the introduction of a new course, ICT 228 Scaling Infrastructure & Services. This is accomplished by adding this course into the 4th semester, removing a course from 3rd semester, and moving some courses between semesters to rebalance load and improve topical flow based on current offerings.

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

Appendix 7.1
Motion: "That Education Council approves the minutes of October 16, 2023 Operations Committee meeting as presented."

Motion: "That Education Council moves out of camera."