Appendix 2
Motion: "That Education Council adopts the agenda for the December 7, 2023 meeting as presented."

Appendix 3.1
Approval of the minutes from the November 2, 2023 Education Council meeting
Motion: "That Education Council approves the minutes from November 2, 2023 meeting as presented."

Appendix 4

4.1 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.

4.2 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).

4.3 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 5.1
5.1. Curriculum recommended by CPRC - BUS
a. Motion: "That Education Council approves the course revision: BUAD279 Industrial Relations as recommended by the CPRC – BUS."

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.

b. Motion: "That Education Council approves the course revision: BUAD411 HR Metrics as recommended by the CPRC – BUS."

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.

c. Motion: "That Education Council approves the new course: BUAD418 HR Analytics as recommended by the CPRC – BUS."

Proposal Rationale
It was identified that there was a gap in competencies required as part of the CPHR aligned certification that our HR programs support.

Additionally, HR analytics is a vital course for HR professionals due to its transformative impact on the field. In today's data-driven business landscape, HR analytics equips HR practitioners with the essential skills to harness data for strategic decision-making. By analyzing HR metrics and workforce data, professionals can make informed choices regarding talent acquisition, retention, and development. This data-driven approach aligns HR practices with organizational goals, elevating HR's strategic relevance. Moreover, HR analytics enables proactive talent management by predicting trends and identifying areas for improvement. It also enhances cost efficiency, aids in compliance, fosters employee engagement, and grants a competitive edge. For HR professionals, mastering HR analytics not only enhances career prospects but also empowers them to contribute significantly to organizational success, making it an indispensable course in today's HR landscape.

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

Proposal Rationale
To add BUAD 418 as a an HR specific elective (to all HR programs). The ability to conduct HR analytics is becoming a standard within industry, and is a required competency as part of our commitment to CPHR aligned certification.

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

Proposal Rationale
To add BUAD 418 as a an HR specific elective (to all HR programs). The ability to conduct HR analytics is becoming a standard within industry, and is a required competency as part of our commitment to CPHR aligned certification.

To add BUAD 315 and STAT 121 or STAT 124 as requirements. Stats is required to be successful in BUAD 315, while the lack of BUAD 315 (Management Science) has been identified as a gap within the HR specialty, especially as it relates to CPHR aligned competencies.

f. Motion: "That Education Council approves the program revision: Human Resources Management Specialty as recommended by the CPRC – BUS."

Proposal Rationale
To add BUAD 418 as a an HR specific elective (to all HR programs). The ability to conduct HR analytics is becoming a standard within industry, and is a required competency as part of our commitment to CPHR aligned certification.

5.2. Curriculum recommended by CPRC - HSD
a. Motion: "That Education Council approves the program revision: Early Childhood Education Diploma as recommended by the CPRC –HSD."

Proposal Rationale
The ECE Diploma is reducing our 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. We compared to BC high school grading standard to confirm that a 60% is equivalent to a C letter grade in English. We looked at other PSI that offer ECE Credentials. Our current English requirement is English 12 with a 67% we are reducing it to 60%. At the same time we are updating some of our other admission criteria and language to reflect todays practice.
The program description has been updated to reflect todays terminology, government branches (this shift of MCFD to Ministry of Education), and update the correct link for ECE BC Registry. We have deleted the Note about the Supported Childcare Certificate at the bottom of the program outline as this is not longer available.

b. Motion: "That Education Council approves the program revision: Early Childhood Education Certificate as recommended by the CPRC –HSD."

Proposal Rationale
The ECE Program is reducing our 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. We compared to BC high school grading standard to confirm that a 60% is equivalent to a C letter grade in English. We looked at other PSI that offer ECE Credentials. Our current English requirement is English 12 with a 67% we are

reducing it to 60%. At the same time we are updating some of our other admission criteria and language to reflect todays practice.

The program description has been updated to reflect todays terminology, government branches (this shift of MCFD to Ministry of Education), and update the correct link for ECE BC Registry.

c. Motion: "That Education Council approves the new program: Early Childhood Education Assistant as recommended by the CPRC –HSD."

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

d. Motion: "That Education Council approves the new course: TIP 100 Introduction to Trauma-Informed Practice as recommended by the CPRC –HSD."

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.

e. Motion: "That Education Council approves the new course: TIP 101 Trauma and Wellness as recommended by the CPRC –HSD."

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.

f. Motion: "That Education Council approves the new course: TIP 102 Trauma-Informed Communication as recommended by the CPRC –HSD."

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.

g. Motion: "That Education Council approves the new course: TIP 103 Applying Trauma-Informed Practice as recommended by the CPRC –HSD."

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.

h. Motion: "That Education Council approves the new program: Trauma-Informed Practice Micro-Credential as recommended by the CPRC –HSD."

Proposal Rationale
We are 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.

We 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.

i. Motion: "That Education Council approves the course revision: SCA 105 Practicum as recommended by the CPRC –HSD."

Proposal Rationale
We are requesting a change to 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, we reviewed this practicum length 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.

j. Motion: "That Education Council approves the program revision: Supportive Care Assistant Micro-credential as recommended by the CPRC –HSD."

Proposal Rationale
We are requesting a change 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.

We also reviewed and compared this practicum length 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.

k. Motion: "That Education Council approves the program revision: Medical Device Reprocessing Technician Certificate as recommended by the CPRC –HSD."

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 our intention to make our admission requirements student-centred and aligned with other programs offered by OC's Health and Social Development department and other public post-secondary institutions.

5.3 Curriculum recommended by CPRC – ST

a. Motion: "That Education Council approves the new course: ASTR 210 Physical Processes in the Universe as recommended by the CPRC –ST."

Proposal Rationale
Intended for students of the physical sciences or engineering, this course is an introduction to contemporary astrophysics. Learners will apply physical theories, laws and principles to astronomical phenomena, including but not limited to stellar structure and processes, light and radiative transfer, orbital and galactic motions, and our cosmological origins.

b. Motion: "That Education Council approves the program revision: Kinesiology Diploma as recommended by the CPRC –ST."

Proposal Rationale
To faciliatate entrance into the KINS program and remove a potential barrier to the application process, we propose to allow applicants to complete a Math 11 equivalency exam if they do not have the Math 11 pre-requisite from high school. We have adapted the current Math 11 equivalency exam used by the Math program 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 11 Proficiency Exam for KINS with a minimum mark of 67% 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. I have attached the exam to this proposal change. The Mathematics department Chair, Bryan Penfound, was instrumental in the editing of this exam.

c. Motion: "That Education Council approves the new course: ICT 151 Network Foundations for Cybersecurity as recommended by the CPRC –ST."

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.

d. Motion: "That Education Council approves the new course: COSC 332 Cyber Forensics & Zero-Trust Network as recommended by the CPRC –ST."

Proposal Rationale
This course covers the forensic analysis of computer systems, including desktop, mobile, and cloud forensics. It includes both practical approaches to forensic data collection and intrusion detection, as well as the legal framework behind technical and legal investigations of computing systems.

e. Motion: "That Education Council approves the new program: Post Baccalaureate Diploma in Cybersecurity as recommended by the CPRC –ST."

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.

f. Motion: "That Education Council approves the course revision: MECH 235 Hydraulics and Pneumatics as recommended by the CPRC –ST."

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.

g. Motion: "That Education Council approves the course revision: MECH 247 Computer Aided Manufacturing as recommended by the CPRC –ST."

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.

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

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.

i. Motion: "That Education Council approves the new course: DSCI 235 Sports Analytics as recommended by the CPRC –ST."

Proposal Rationale
One of our 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.

j. Motion: "That Education Council approves the course revision: MATH 221 Linear Algebra I as recommended by the CPRC –ST."

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.

k. Motion: "That Education Council approves the new course: MATH 223 Linear Algebra II as recommended by the CPRC –ST."

Proposal Rationale
Due to recent changes to the curriculum for our Associate of Science students transferring to UBC-O, we have 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, we propose the following course to best prepare our students entering one of these fields.

l. Motion: "That Education Council approves the new course: MATH 258 Numerical Methods as recommended by the CPRC –ST."

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.

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

Appendix 7.1
Motion: "That Education Council approves the minutes of November 9, 2023 Operations Committee meeting as presented."

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