MEDICINE HAT COLLEGE
General Academic Council

AGENDA

March 31, 2025
10:00am – 12:00pm

Crowfoot Room/Teams link if needed:

Join the meeting now

Meeting ID: 284 024 535 772
Passcode: if9vH3rT

1.	**CALL TO ORDER**	K. Shufflebotham
2.	**APPROVAL OF AGENDA** [MOTION]	All
✓ **3.**	**APPROVAL OF MINUTES** (January 20, 2025) [MOTION]	All
4.	**UPDATES**	
✓	4.1 Administration Update	N. Brown
✓	4.2 Academic Staff Update	K. Squires
✓	4.3 Student Update	M. Iwata
5.	**NEW BUSINESS**	
✓	**5.1 Draft Board Motion** [MOTION]	K. Shufflebotham
	5.2 Curriculum Committee	S. Henderson
✓	5.2.1 Data Analytics for Business Termination [MOTION]	
✓	5.2.2 BEET Program Name Change [MOTION]	
6.	**DISCUSSION TOPIC: Extended Learning**	C. Wilson
7.	**Honorary Applied Degree Recipient Recommendation** *(In-camera)* [MOTION]	N. Brown
8.	**ADJOURNMENT / NEXT MEETING**	K. Shufflebotham
	• Next Meeting: May 26, 2025 [MOTION to ADJOURN]	

✓ **Denotes Agenda Items with Attachments**

MEDICINE HAT COLLEGE
General Academic Council

MINUTES

January 20, 2025
10:00am – 1:00pm

Courtyard

Teams link if needed:
Join the meeting now
Meeting ID: 286 374 090 409
Passcode: wD3Uj6eU

Lunch provided

CALL TO ORDER
- The Chair called the meeting to order at 10:11am.
- An additional hour has been added to todays' meeting; lunch will be delivered at 11:45am.

APPROVAL OF AGENDA
- Hearing no additions to the agenda, the motion for approval was called.

Motion: (S. Henderson)
"That the agenda of the General Academic Council meeting of January 20, 2025, be adopted as presented."
CARRIED

APPROVAL OF MINUTES
November 25, 2024
- Hearing no changes to the minutes, the motion for approval was called.

Motion: (K. Lavoie)
"That the minutes of the General Academic Council meeting of November 25, 2024, be adopted as presented."
CARRIED

December 3, 2024
- Hearing no changes to the minutes, the motion for approval was called.

Motion: (M. Banks)
"That the minutes of the General Academic Council meeting of December 3, 2024, be adopted as presented."
CARRIED

UPDATES
Administration Update
Academic Staff Update
Student Update
- Updates provided in agenda package; no questions raised during the meeting.

OLD BUSINESS
Revised GAC Terms of Reference
- A notice of motion was presented at the November meeting; as Kevin received no additional feedback since that meeting, the motion for approval was called.

Motion: (M. Kaethler)
"That the revised GAC Terms of Reference tabled on November 25, 2024, are adopted as presented."
CARRIED

Revised Board Motion

- As no additional feedback has been received since the November 2024 meeting, the motion for approval was called.

Motion: (E. Pennefather-O'Brien)
"That the revised Board Motion tabled on November 25, 2024, is adopted as presented."   *CARRIED*

AP 1.3 Course Outline Procedure *(continue discussion from Dec.3 Special GAC Meeting)*
Motion: (C. Whidden)
"That General Academic Council approves AP 1.3 Course Outline Procedure and refers it to the MHC Executive Committee with the recommended changes as discussed.   *CARRIED*

AP 1.4 Evaluation of Student Learning Procedure
Motion: (S. Henderson)

"That General Academic Council approves AP 1.4 Evaluation of Student Learning Procedure and refers it to the MHC Executive Committee with the recommended changes as discussed.   *CARRIED*

AP 1.5 Work Integrated Learning Procedure

Motion: (J. Openo)
"That General Academic Council approves AP 1.5 Work Integrated Learning Procedure and refers it to the MHC Executive Committee.   *CARRIED*

AP 2.0 Program Quality Assurance Policy

Motion: (C. Bos)
"That General Academic Council approves AP 2.0 Program Quality Assurance Policy and refers it to the MHC Executive Committee with the recommended changes as discussed.   *CARRIED*

AP 2.1 Program Advisory Committee Procedure

Motion: (S. Hansen)
"That General Academic Council approves AP 2.1 Program Advisory Committee Procedure and refers it to the MHC Executive Committee with the recommended changes as discussed.   *CARRIED*

AP 2.2 Program Review Procedure

Motion: (M. Blair)
"That General Academic Council approves AP 2.2 Program Review Procedure and refers it to the MHC Executive Committee with the recommended changes as discussed.   *CARRIED*

NEW BUSINESS
Academic Standing Language: Proposed Changes

- The Registrar's Office has done extensive research and investigation into common language used at other institutions and is proposing changes to language in the MHC calendar in relation to academic standing, probation, etc.
- Main revisions:
    - "Academic probation" will be revised to "academic warning".
    - Students on practicum are now able to qualify for honor roll standing; previously they would not.
      (All revisions highlighted in the attachment provided)

Motion: (S. Henderson)
"That General Academic Council approves the proposed academic standing language changes as presented.
        CARRIED

Academic Dismissal Appeal Process: Proposed Changes
- Main revision:
    - The responsibility for reviewing appeals will now shift from advisors to associate deans.
    (All revisions highlighted in the attachment provided)

Motion: (S. Henderson)
"That General Academic Council approves the proposed academic dismissal and appeal process changes as presented.   *CARRIED*

Proposed Academic Schedule 2025-26
- The deadline for students to apply to graduate will be included in the schedule.

Motion: (S. Henderson)
"That General Academic Council approves the proposed academic schedule for 2025-26 with additions as discussed.   *CARRIED*

Proposed Academic Schedule 2026-27
- The deadline for students to apply to graduate will be included in the schedule.

Motion: (S. Henderson)
"That General Academic Council approves the proposed academic schedule for 2026-27 with additions as discussed.   *CARRIED*

DISCUSSION TOPIC: Flexible Learning
- Dr. Colleen Whidden presented on the work done in the past couple of years to define flexible teaching/learning at MHC. This is an evolving definition with various terms/definitions used at institutions to define the different delivery modalities.
- Work included reviewing various, different models of the learning spectrum; MHC's current definition falls within a blended delivery modality/hybrid learning.
- Flexible learning is included in our Academic Plan but there are different interpretations of modalities across campus and there are a lot of inconsistencies.
- Over the past couple of years, Colleen has met with faculty to determine MHCs' definition of flexible learning. Feedback was gathered and the group met again to draft definition 2.0. The Senior Academic Leadership Team (SALT) then discussed and tried to determine if it's best to continue with the flexible modality and found that additional data is needed before making that decision. Colleen will also be presenting this to the Board of Governors at their next meeting.
(PowerPoint slides attached for information)

    GAC Feedback:
    - Difficult for a faculty member to teach in all 3 modalities.
    - Student choice – not necessarily instructor choice.
    - More beneficial to have students commit to one method at beginning of the year?
    - Difficult for faculty to plan if they don't know who will show up in person day to day.
    - Students like having the option of coming in-person or online.
    - International students: eligibility for post-grad work permit does specify **in-person** attendance.
    - It takes the right faculty, as well as the right students for flexible learning to work well.
    - Need to ensure consideration of the appropriate amount of flexible learning to offer to certain students (mature students vs. recent high-school graduates).
- Next steps (based on data/research):
    Define MHC flexible modality as:
    - F2F & asynchronous with student choice of modality for class participation.
    - F2F for assessments, major projects, or residency requirements.
    - Anomalies = Communicate between instructor & student

    - ❖ If multiple sections of one course, consider offering one F2F & one asynchronous.
    - ❖ Communicate definition to instructors, student services, & recruiting.
    - ❖ Implement for Year 1 programs starting Fall 2025.
    - ❖ Continue to offer Year 2 of programs in current flex definition Fall 2025

ADJOURNMENT / NEXT MEETING
- Meeting adjourned at 11:49
- Next Meeting: March 31, 2024

Motion: (S. Henderson)
"That the January 20, 2025 meeting of General Academic Council, be adjourned.   *CARRIED*

Flexible Teaching & Learning at MHC

GAC

January 20, 2025

Dr. Colleen Whidden

Director, Teaching & Learning

Academic Plan (2023-2026)
Objective 2
Build Physical and Virtual Spaces that Support Learner Success

Priority:
Define our delivery modalities and clarify the parameters of each modality

Define Delivery Modalities

Other Institutions course and program descriptions of modalities

MacEwan

RDP

UofC

Bow Valley

Olds

McGill

blended

new delivery option

computer-facilitated support

online learning environment

web-based instruction

any-time

real-time

combined online

limited blended

enriched blended

hybrid

MEDICINE HAT
COLLEGE

Modes of Learning Spectrum (2022)

Distance Learning
(Remote Learning)

In-Person Learning
*(Face-to-Face Learning,
On-Campus Learning)*

Offline Distance Learning
All instruction is done by correspondence that does not use Internet technologies
(e.g, print resources sent by mail)

Online Learning
All classes and/or instructional activities happen online; there is no on-campus requirement
(synchronous, asynchronous, or a mix of synchronous/asynchronous)

SYNCHRONOUS ONLINE   COMBINED SYNCHRONOUS/ASYNCHRONOUS   ASYNCHRONOUS ONLINE

SELF-PACED ASYNCHONOUS   EMERGENCY REMOTE LEARNING   MULTI-ACCESS ONLINE

Hybrid Learning (Blended Learning)   FLEXIBLE?
Any mix of online and in-person instruction; online elements may be synchronous or asynchronous)
(structure of online/in-person mix may follow an instructor prescribed or student-choice model)

FLIPPED CLASSROOM   CO-MODAL LEARNING   MULTI-ACCESS HYBRID   HYFLEX LEARNING

ONLINE INSTRUCTION WITH IN-PERSON PRACTICUM OR INTENSIVE

In-Person Technology-Supported Learning
All classes take place on campus
(technology is used in teaching and learning; use of digital resources)
A variety of technologies are used to support the learning experience that may include: LMS,
office hours by video conference, OER, online homework, online student interaction,
recorded lectures, and/or technology use during classroom sessions

In-Person Non-Digital Learning
All classes take place on campus
(no technology or digital resources are required to complete coursework)

FLEXIBLE LEARNING & DELIVERY

External description for students

Flexible learning provides options to fit your preferred form of participation. Classes are delivered in a way that allows you to take advantage of in-person and/or online learning and delivery methods, but they're also typically recorded to be available when you are. You choose the approach that works for you to achieve the learning outcomes. Support services are also available to help you succeed.

WHERE: At scheduled physical locations AND online from anywhere

WHEN: At specific times OR at student chosen times

What has happened

- Oct 2023 – looked at how flexible learning was being defined & implemented at MHC
  - Different interpretation & implementation of definition

- Feb 2024 – met with faculty and staff and created Flexible Learning & Delivery Draft 1.0 trying to define flexible
  - In-person, synchronous, & asynchronous every class with student choice
    - Gained further feedback on Teams

- May 2024 – met with faculty & staff on Draft 2.0
  - Conversation changed to why flex being offered & if it should be offered

- June 2024 – brought why and if questions to SALT
  - Request for data

- Sept 2024 – researched & brought data to SALT
  - Recommendations

- Jan 2025–GAC

- Feb 2025 – Board of Governors

Rationale for offering flexible

- Attract more students from outside the region to program
- Make program more financially viable
- Help compete with other CCC's
- Increase access to learning for students (links to strategic plans)

Data Sources

- IR – Two-year credit course enrolment data
- Year 1 & 2 SEMM (flexible) student survey
- Informal survey of AB & Canadian institutions
- SAIT, UofS & RDP conversations
- One-on-one conversations with MHC faculty
- Higher Ed Strategies Associates 2024 Research

MHC Institutional Research
Attracting students from outside region?

Statistical analysis of credit course enrolment data from 2022/23 and 2023/24 revealed a **relationship** (Chi-Square p-value < 0.05) **between course flexibility** (Delivery mode = FL) and **student origin** (*Location determined by student postal code at application*). Further examination indicates that while this **association may have been statistically significant, it was weak** (Cramer's V = 0.18).

The analysis showed:

1. Students from Brooks and outside Canada were slightly <u>underrepresented</u> in flexible courses.
2. Students from Medicine Hat and elsewhere in Canada were slightly <u>overrepresented</u> in flexible courses.

These findings suggest that the flexibility of our course offerings has a minor influence on our ability to attract students from various geographical locations. However, the weak association implies that other factors likely play more substantial roles in determining student enrolment patterns across different regions.

SEMM Year 1 Student Survey

- 10 students
- Postal codes
  - 1 in Calgary
  - 2 in Vancouver
  - 3 in Edmonton
  - 4 in Medicine Hat

SEMM Year 1 Students Survey

Please rate your agreement with the following statement:
I took this program because of its flexibility in course format.

10% (1)	10% (1)	80% (8)
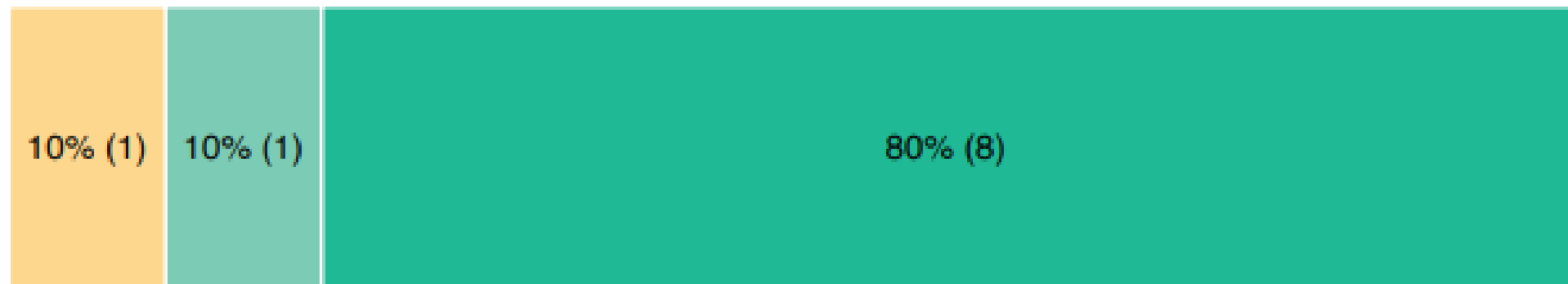
- ⬛ Strongly disagree
- ⬛ Somewhat disagree
- ⬛ Neither agree nor disagree
- ⬛ Somewhat agree
- ⬛ Strongly agree

SEMM Year 2 Student Survey

- 11 students
- Postal codes
  - 3 in Vancouver
  - 1 in Edmonton
  - 1 in Calgary
  - 5 just outside of Medicine Hat

SEMM Year 2 Students Survey
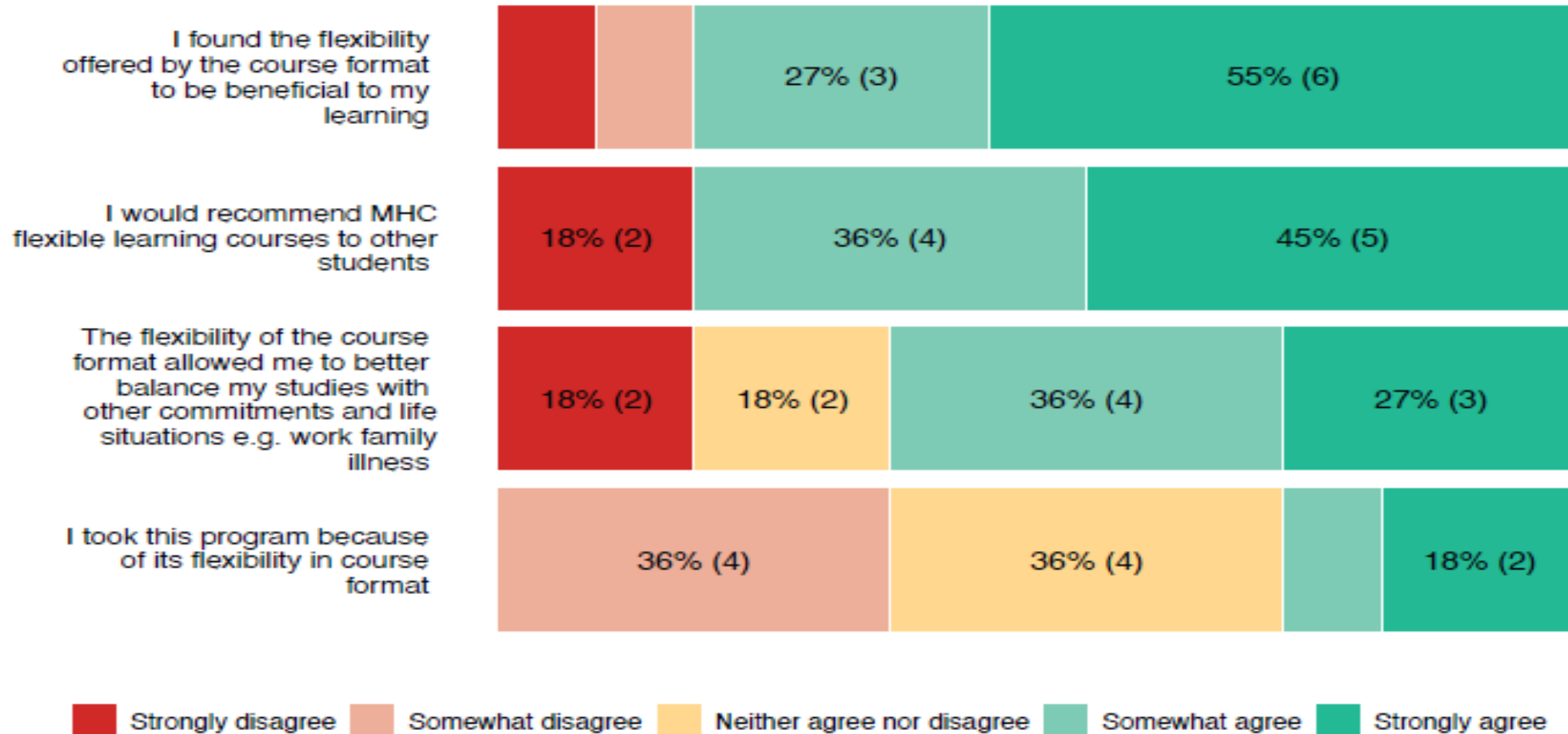
SEMM Year 2 Students Survey

Please choose the option that describes how you plan to participate in this course.
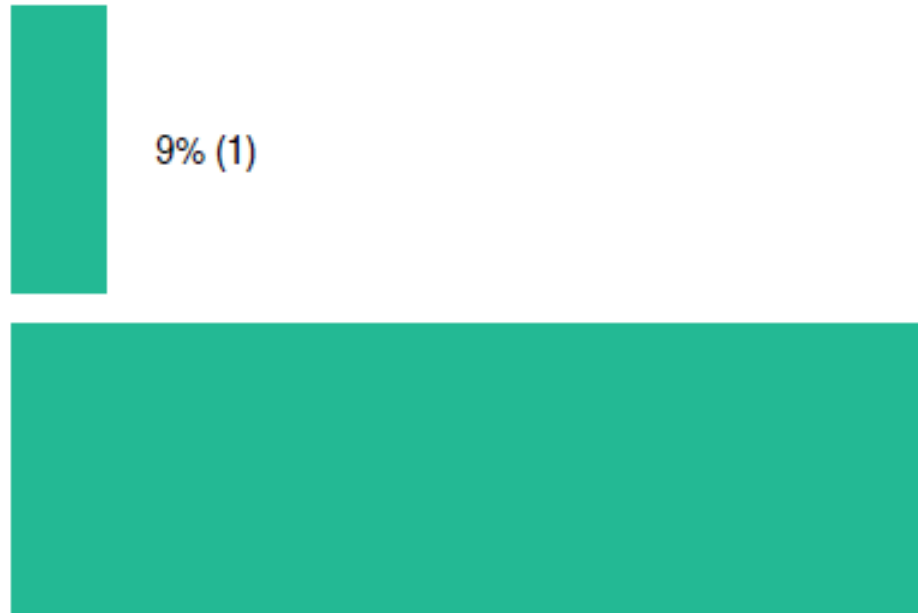**I plan to:**

Attend this course mainly online during scheduled class times (synchronously online.) — 9% (1)

Attend this course mainly in–person during the scheduled class times. — 91% (10)

AB Institutions - One-on-One Conversations

SAIT

- It began with an arbitrary decision to offer hyflex with no research or parameters (like Wild West!)
- Students not participating or engaged in any mode
- Quality of teaching & learning negatively impacted.

No hyflex offered at SAIT anymore.

RDP

- "Some (faculty) doing well. Some (faculty) don't like it."
- Students out of high school struggled with so much flexibility
- How long does it run it to see if it works?

RDP pulling back from some flex offerings to F2F & asynchronous

Canadian Institutions - One-on-One Conversations

UofS

- Reduces the quality of learning and engagement because the pedagogy is passive.
- Added a TA to manage virtual space but expensive.
- Hyflex rooms expensive
- Small subset of students reported they would choose a program based on it being hyflex

UofM

- Not going forward as a delivery mode to Senate
- Cost prohibitive

Capilano U

- Excited about hyflex as access between campuses is expanded
- F2F/synchronous **or** asynchronous

Faculty – One-on-One Conversations

Pros

- Used to it now – have developed skills and making it work
- Supports Universal Design for Learning (UDL)
- Appreciate rooms, tech, and tech support
- Recordings can be a useful review tool
- Can be a wonderful teaching and learning scenario
- Some courses are a good fit for flex
- Cheaper for students
- Does allow some students to partake that would not otherwise

Faculty - Cons

Teaching Experience

- Crucial hands-on component missed with synchronous and asynchronous

- Discussion boards are ok

- Hard to engage students in all modes. One is sacrificed for the other.

- Hard to create standards and expectations.

Instructor Experience

- Always felt stretched to the limit

- Felt like fell short in all modes

- Doesn't fit the small college (knowing students, building relationships)

- Administrative nightmare

Faculty - Cons

Student Experience (from Instructor Perspective)

- ***Small*** percentage of students would not have been able to complete program without it.

- An educational disservice to students to give so much choice
- Accountability lessened
- Used flex options for travel, sports, illness not as an educational tool
- Grades dropped when students choose predominantly online instruction
- Disengaging for F2F students when focus on online students
- Little sense of class community
- Doing other things while watching online
- No skin in the game – if we make it too easy, no value.

Higher Education Strategies Associates
Future of Online/In-Person Learning: Impact on Campus Environment (October 2024)

- 67% prefer in-person

- 33% prefer online

- In-person
  - More focused on enhancing learning experience (interact with others and instructors, learn better, hands-on experiences)

- Online
  - More practical (less commute, establish own timeline, more comfortable)

Based on Data/Research:
Next steps for Flex Offering at MHC

- Define MHC flexible modality as:
  - F2F & asynchronous with student choice of modality for class participation.
  - F2F for assessments, major projects, or residency requirements.
  - Anomalies = Communicate between instructor & student
- If multiple sections of one course, consider offering one F2F & one asynchronous
- Communicate definition to instructors, student services, & recruiting
- Implement for Year 1 programs starting Fall 2025
- Continue to offer Year 2 of programs in current flex definition Fall 2025

Thank You

General Academic Council
March 31, 2025
Administration update
Submitted by: Nancy Brown, Vice President Academic & Provost

1. **Autonomous degree:** Following our November 2024 submission to CAQC, we received written correspondence in early February. We will be providing a response to CAQC by mid-April, addressing their request for additional information on two remaining conditions.

2. **Pharmacy Technician diploma program:** Program approved in early March. Registrations open for Fall 2025.

3. **Addictions Counselling diploma program:** Program approved in early March. Registrations open for Fall 2025.

4. **Academic Update:** Open forum took place March 21.

5. **IRCC/International:** Monitoring, advocating, and communicating in response to changes implemented by IRCC that impacts international student enrollment is ongoing.

6. **MHCFA collective agreement:** Bargaining between Medicine Hat College Faculty Association and MHC is continuing. Next bargaining dates are scheduled for June 2/3.

General Academic Council Academic Staff Update

March 31, 2025

1. Thanks to Mark Kaethler for serving as Vice Chair this year.

2. Academic staff are interested in being updated on the next steps following the feedback Assoc. Deans and Deans gathered after the Engagement survey.

3. Academic staff in UT Arts have created a symposium/conference for students in UT Arts, Humanities, Social Sciences. Selected students will present their work (read essays, ppt, etc.) in a conference/symposium on April 11 (10am-12pm, F1009—all are welcome to attend).

4. Humanities and Social Sciences faculty are presenting their annual Book Awards to exceptional students in their respective fields of study on April 3rd.

5. Built Environment Engineering Technology students will be presenting Capstone projects April 3rd, 1:00-3:00 in the Big Eagle Room.

General Academic Council SAMHC Report

March 31, 2025

1. Executive Elections
   - We have 8 candidates in total – two running for president, one for VP Internal, one for VP external, and four for VP community. Voting dates are March 25th and 26th.
   - All executives will be outgoing, so there will be a whole new set of executives for the new academic year.

2. Event
   - SAMHC hosted our annual Bingo After Dark, where we celebrated Valentines through games, food, and prizes. It was a successful event with about 90 people in attendance.
   - SAMHC will hold a gala night in partnership with the Black Student Community Club, on March 28th.
   - Float into Finals will be on April 10th, where we will be giving out snow cones, floats, and have the cornhole out.

3. Academic Appeals and Student Advocacy
   - Over the past month, there have been several complaints about instructors, some about their teaching method, some about a hostile learning environment.
   - Many students complain about the lack of clarity provided for graded assignments. The academic calendar states: "the instructor is obligated to clearly communicate the requirements for assignments, tests, and examinations, including but not limited to such requirements as source citation format in written assignments and materials authorized for use in tests and examinations."
   - A recommendation is to put into policy that: Clearly written and accessible assessment criteria should be available to students, *in a timely manner*. This is to ensure that requirements to an assignment do not change, and instructors are held more accountable.

4. SAMHC Den Updates
   - We are currently investing into the Den. We installed a sound system connecting to the TVs and other multi-media devices in the Den/Crave area. We will also be fixing the projector and adding blinds for the skylight, so that the projector can be used during the daytime.

DRAFT Board of Governors Motion

Be it resolved that the following matters concerning the Board's appointment of GAC members, and the election of academic staff and students to academic council are adopted by the Board:

1. The following office holders may be appointed to GAC:
   a. The Vice-President Academic and Provost,
   b. The Vice-President Administration and Finance,
   c. The Dean of Arts, Science, and Education,
   d. The Dean of Health and Community Services,
   e. The Dean of Business and Continuing Education,
   f. The Dean of Trades and Technology,
   g. The Registrar and Dean of Student Services,
   h. The Director of Teaching and Learning, and
   i. The Director of International Education

2. Should the number of academic staff members elected to academic council be less then 1/3 of the total membership, the President and CEO, in consultation with the Vice-President Academic and Provost, shall advise the Board which administrative staff from above are members of GAC at the first Board meeting of the academic year.

3. The term of office of academic staff members elected to Council shall be for a ~~one (1)~~two (2) year term, commencing on 1 July of the year of appointment, subject only to their continued employment as academic staff members at MHC.
   a. Academic staff members may sit up to ~~four (4)~~two (2) consecutive terms.
   b. Academic staff members must be out of office from Council for one (1) full ~~term~~ year beyond their ~~fourth~~ second consecutive term served before being eligible to sit on GAC again.

4. The term of office of student members appointed to Council shall be for a period of one (1) calendar year, commencing upon appointment, subject only to their continued enrollment as students at MHC.
   a. Student members may sit up to four (4) consecutive terms.
   b. Student members must be out of office for one (1) full term beyond their fourth consecutive term served before being eligible to sit on GAC again.

Curriculum Change Form

This form is intended to be used to make program and/or course changes to the curriculum at Medicine Hat College. The form must be completed by the program areas and/or schools by the deadlines stipulated by the Registrar's Office each year. The form must be signed by the Dean and then sent from the Dean to the Administrative Assistant of the Registrar. Depending on the types of changes, the Registrar may send the requested changes to one or all the following committees for approval: Curriculum Committee; General Academic Council. Some changes (like program additions or deletions) must also go to the Ministry of Advanced Education. Changes are not final until approved by the Registrar and any other applicable committees or provincial governing bodies.

Complete <u>ONE</u> form per program for all changes – program-level changes, course-level changes or both.

School:	**Business & Continuing Studies**
Program:	**Data Analytics for Business Certificate**
Sponsor Name (identify name and position responsible for completing forms):	**Morgan Blair**
Proposed Implementation Date:	**July 1, 2025**

Rationale for Curriculum Changes
Provide a detailed rationale for all changes:

Terminating program due to lack of student demand. No applications

Stakeholder consultation. <u>Please consult your own program area as well as any other programs / schools that may be impacted by the changes.</u> Recommended list of stakeholders to contact include:

- Associate Deans, Academic Chairs and Program Coordinators
- Academic Advisors
- Admissions and Recruitment Coordinator
- Financial Aid and Awards Coordinator

- Registration and Records Coordinator
- Scheduling and Transfer Services Coordinator
- Student Systems Support and Records Administrator

List the stakeholder consultations undertaken:

Program-Level Changes

<u>Current Program:</u> Copy and paste your current calendar description into <u>both</u> the left and right columns. Make changes in the right column and highlight the changes in <mark>yellow</mark>.

<u>New Program:</u> If it is an entirely new program, fill out the right column (New Program Description).

<u>Program descriptions must include:</u>

- Program Name
- Credential
- Total Program Hours/Credits
- Program Length
- Intakes
- Career Opportunities
- Industry Credentials (if applicable)
- Admission Requirements

- Post-Admission Requirements (if applicable – ex: CPR, N-95 mask fit testing)
- Program Outline (formerly program requirements)
- Practicum/Field Work (if applicable)
- Program Progression (formerly continuation requirements)
- Graduation Requirements
- Transfer & Pathways

Current Program Description	New Program Description
The Data Analytics for Business Certificate is designed to lead and advance data literacy skills among learners who are already employed. It embeds essential skills in existing workplaces, without the need for employees to take time off to attend class. It is designed to provide an intensive learning experience for employed individuals, enhancing their ability to transform the workplace data they already have into practical intelligence that can be used to inform decision making. Individuals will benefit from enhanced analytical skills transferable between roles and industries. Employers will benefit from enhanced strategic decision making and efficiency, by building analytical skills among existing employees. Learners will gain skills and knowledge in data literacy, strategic communications, marketing and social media analytics, and data analysis and visualization. They receive approximately 150 hours of online learning and 480 hours of on the job training over two semesters. The program is asynchronous, delivered completely online, in a cohort format. The program concentrates learning in short bursts, with the field placements interspersed throughout. This way, learners develop new skills in a supportive environment and then apply new knowledge to their jobs to solidify their skills. The certificate is centered around the interactive relationship between the learner (an employee), an industry sponsor, and a Workforce Coach. They work together to lead the organization into a new era of data-enhanced decision making. Because the learner will be gaining skills that are new to the organization, the role of the Workforce Coach and industry sponsor are to help the learner identify how those skills can be applied in the workplace to transform the way business is conducted. The Workforce Coach will provide guidance and training to the industry	

sponsor so that they can coach the learner throughout the field placement.

Career Opportunities

This section should include a brief overview, in bullet-points, of possible careers that this credential would give the student access to (or logically lead to after further study).

- Career Option 1
- Career Option 2
- Career Option 3
- Career Option 4

Industry Credentials

Please outline what sorts of certifications and credentials the student might be prepared for by taking this program.

Admission Requirements

This program is only offered to domestic students.

High School Route

- Two 30-level 5-credit subjects with 50% or higher
- Current employment with a letter of support from employer

Mature Route

Same requirements as high school.

Transfer/Post-Secondary Route

Not applicable.

Additional Selection Criteria

Any additional selection criteria, such as Casper test or competitive requirements should go here.

Post-Admission Requirements

Any post-admission requirements should be indicated here.

Program Outline

This section should provide a list of courses the student must take to complete the program, breaking them down by major (if applicable and different between majors), year, and terms. Include course credits.

Year One - Term 1

DATA 100 Data Literacy
DATA 155 Applied Field Placement I
DATA 175 Applied Field Placement II
MGMT 150 Strategic Communication

Year One - Term 2

DATA 180 Data Visualization & Business Reporting
DATA 185 Applied Field Placement III
DATA 195 Applied Field Placement IV
MKTG 170 Marketing & Social Media Analytics

Graduation Requirements

To successfully complete the program students must:

- attain a minimum GPA of 2.0
- achieve a grade of CR in all Applied Field Placements

Are courses being deleted from the program?

List courses being deleted from program:	Course being deleted from institutional offerings:
	DATA 100
	DATA 155
	DATA 175
	DATA 180
	DATA 185
	DATA 195

Course-Level Changes

Current course: Copy and paste your current course description into both the left and right columns. Make changes in the right column and highlight the changes in <mark>yellow</mark>.

New course: Fill out the right column (New Course).

Course descriptions must include:

- Course Code
- Title
- Description
- Hours
- Credits

- Pre-requisites/ Co-requisites
- Prior Learning Assessment and Recognition (PLAR) Eligibility (contact Transfer Services Coordinator for more details).

Current Course	New Course

Form Submission Instructions

Please have your Dean review and sign. The signed form needs to be sent from the Dean to the Administrative Assistant to the Registrar. An email from the Dean to the Administrative Assistant to the Registrar will also be considered as a signed submission.

Dean Signature

Internal Registrar's Office Use ONLY	
Curriculum Committee:	**General Academic Council (if applicable):**
Approved Date:	Approved Date:

Should you have any questions about the form or curriculum process, please reach out to the Associate Registrar or Administrative Assistant of the Registrar.

Curriculum Change Form

This form is intended to be used to make program and/or course changes to the curriculum at Medicine Hat College. The form must be completed by the program areas and/or schools by the deadlines stipulated by the Registrar's Office each year. The form must be signed by the Dean and then sent from the Dean to the Administrative Assistant of the Registrar. Depending on the types of changes, the Registrar may send the requested changes to one or all the following committees for approval: Curriculum Committee; General Academic Council. Some changes (like program additions or deletions) must also go to the Ministry of Advanced Education. Changes are not final until approved by the Registrar and any other applicable committees or provincial governing bodies.

Complete <u>ONE</u> form per program for all changes – program-level changes, course-level changes or both.

School:	**Trades and Technology**
Program:	**Built Environment Engineering Technology (BEET)**
Sponsor Name (identify name and position responsible for completing forms):	**Felix Piayda – Instructor and Program Coordinator** **Peter Kelly – Chair, School of Trades & Technology**
Proposed Implementation Date:	**July 1, 2025**

Rationale for Curriculum Changes
Provide a detailed rationale for all changes:

Program name change:
Over time we have learned from stakeholders that there have been unforeseen challenges with the program name. A couple of the more significant problems identified by key stakeholders is that employers have indicated that the name gets filtered out of HR search engines and students have indicated that the program was not readily identifiable in web searches they conducted when looking for postsecondary education, nor did they really understand what it means. Various efforts have been made to work with and around these challenges, but they have persisted.

Over the past two years we have undertaken to consult with stakeholders formally (such as PAC meetings, surveys, and internal meetings with various MHC departments) and informally (such as conversations with students, industry, recruiters, etc.) to discuss a name change and what would be most suitable. Through these consultations, several criteria emerged as being important that the name should address. While covering the three core disciplines we teach (Mechanical Engineering Technology, Civil Engineering Technology and Architectural Technology), the new name needs to:
- Encompass all three disciplines we teach, in a simple and straightforward manner,
- Better explain to the average person what specializations we teach.
- Be more approachable to a broader audience.
- Be more attractive to female students.
- Align more with what potential students search for on Google, or other online search methods.
- Successfully pass filtering applications used by employers for job applications.

- Incorporate the terms "engineering," "technology," "design," and "architectural." (this was the short list)
- Avoid directly connect the terms "architecture" and "design,"
- Represent the hierarchy of disciplines we teach (Mechanical **Engineering** Technology, Civil **Engineering** Technology and **Architectural** Technology. IE 2/3 engineering and 1/3 architectural so push engineering to the forefront (this emerged as being very important to both students and industry).
- Have a better flow and easy to say.

The above list took time to come together, and more time to distill down to the name that emerged and won over our PAC after several rounds of consultation.

Engineering Design and Architectural Technology (EDAT) achieves most (if not all) of the above requirements:
- Uses key terms that were important to stakeholders
- Employers confirmed in a PAC meeting this would successfully pass through HR filters
- Students agreed in a PAC meeting that this is a name (and terms) they could search and find and was more approachable to a layperson
- Hierarchy of terms achieved
- Disconnects the terms "design" from "architecture" and at the same time "architectural technology" is ubiquitous both in industry and in postsecondary program names across the province and across the country.
- Similar (but not the same) name convention to similar programs at other postsecondary institutions, so should be more recognizable, more successful to be found online by prospective students, and more likely to pass HR application filters.

Program description change:
The program description has also been revised to shorten the overall description, use more approachable language, capture key terms commonly used in industry, and use information directly from ALIS Alberta to specifically describe different technologist jobs and career opportunities. It has also been revised to align more closely with the new program description organization/template.

Stakeholder consultation. <u>Please consult your own program area as well as any other programs / schools that may be impacted by the changes.</u> Recommended list of stakeholders to contact include:

- ✓ Associate Deans, Academic Chairs and Program Coordinators
- ✓ Academic Advisors
- ✓ Admissions and Recruitment Coordinator
- ✓ Financial Aid and Awards Coordinator
- ✓ Registration and Records Coordinator
- ✓ Scheduling and Transfer Services Coordinator
- ✓ Student Systems Support and Records Administrator

List the stakeholder consultations undertaken:

- PAC members including:
  - industry partners,
  - current and past students
- MHC Marketing
- MHC Advancement
- MHC Recruitment

Program-Level Changes

Current Program: Copy and paste your current calendar description into both the left and right columns. Make changes in the right column and highlight the changes in <mark>yellow</mark>.

New Program: If it is an entirely new program, fill out the right column (New Program Description).

Program descriptions must include:
- <mark>Program Name</mark>
- Credential
- Total Program Hours/Credits
- Program Length
- Intakes
- Career Opportunities
- Industry Credentials (if applicable)
- Admission Requirements

- Post-Admission Requirements (if applicable – ex: CPR, N-95 mask fit testing)
- Program Outline (formerly program requirements)
- Practicum/Field Work (if applicable)
- Program Progression (formerly continuation requirements)
- Graduation Requirements
- Transfer & Pathways

Current Program Description	New Program Description
Program Length: 2	Program Length: 2 years
Intakes: Fall, Winter	Intakes: Fall, Winter
Program Description	**Program Description**
The Diploma in Built Environment Engineering Technology (BEET) program at Medicine Hat College is a multi-disciplinary program focusing on the core disciplines of the built environment; mechanical engineering technology, civil engineering technology and architectural technology. This program focuses on the fundamental theories and concepts in these core disciplines while learning and applying current technology so that graduates are prepared to enter a professional career as an engineering technician.	The Diploma in <mark>Engineering Design and Architectural Technology (EDAT)</mark> program at Medicine Hat College is a multi-disciplinary program focusing on the core disciplines of the built environment, mechanical engineering technology, civil engineering technology and architectural technology. Our approach introduces sustainability concepts early and are then embedded into the program curriculum. <mark>Students learn computer aided drafting and design (CADD) and 3D modeling applications right away so that they can apply fundamental drafting, design, and modeling skills in a variety of contexts from the outset.</mark> The program has been designed to develop critical thinking and problem-solving skills.
Our approach to understanding and modelling the built environment makes the Built Environment Engineering Technology program unique in Canada. Sustainability concepts are introduced early and are then embedded into the Built Environment Engineering Technology program curriculum, recognizing that our built environment, as with its counterpart the natural environment, is a complex ecosystem. The program has been designed to develop	<mark>**Mechanical engineering technologists** may work alone or with mechanical engineers. They help design, draw, develop, modify, and optimize products, machines,</mark>

critical thinking and problem solving skills to effectively apply technical and theoretical knowledge for a successful career as an engineering technician. The Built Environment Engineering Technology program takes a sustainable approach to product design and manufacturing, civil planning and infrastructure, and architectural technology and construction, and provides understanding of current industry practices.

In addition to developing standard engineering and architectural technical drawings, graduates will be able to use a variety of digital design applications, create three-dimensional objects, use 3D data capture technologies, create presentation graphics and animations, and use multimedia and immersive presentations to help industry promote their ideas and products.

Career Opportunities

This section should include a brief overview, in bullet-points, of possible careers that this credential would give the student access to (or logically lead to after further study).

- Career Option 1
- Career Option 2
- Career Option 3
- Career Option 4

Meaningful and relevant employment prospects exist with consulting engineers, architects, land surveyors, oil and gas industry, mining and manufacturing companies, product & equipment design/manufacturers, process facilities, federal, provincial, and municipal governments. The multi-disciplinary engineering background developed in the program enables students to be employed in research, design, manufacturing and sales promotions. Students may become an important member of any team engaged in supplying the goods and services required by modern technology employers. Graduates of this program have been very successful in finding employment. Completion of the two-year program provides a Diploma in Built Environment Engineering Technology. Graduates can apply for membership in the Association of Science and Engineering Technology Professionals of Alberta (ASET). Guidelines for membership are found on their website at www.aset.ab.ca.

Industry Credentials

Please outline what sorts of certifications and credentials the student might be prepared for by taking this program.

mechanical systems, and manufacturing processes.

Civil engineering technologists provide support to engineers, architects, surveyors, and contractors. They help with the design, development, and construction of civil engineering projects. They ensure projects are economical, functional, and meet relevant standards and building codes.

Architectural technologists work with architects, engineers, and others in designing and developing plans, drawings, and costs for buildings, and supervising construction projects.

Career Opportunities

Mechanical engineering:

- Consulting engineering firms
- Industrial, fabrication, manufacturing, and construction companies
- Mechanical equipment sales companies
- Processing companies (such as in the chemical, oil, gas, pipeline, and food industries)

Civil engineering:

- Construction companies
- Engineering consulting firms
- Manufacturing companies
- Contractors
- Land developers
- Municipal and provincial government public works, environment, and transportation departments

Architectural technology:

- Architectural firms
- Home builders, designers, and contractors
- Building materials and equipment suppliers
- Consulting engineers
- Construction companies
- Consulting engineering firms

Completion of the two-year program provides a Diploma in Engineering Design and Architectural Technology.

Industry Credentials

Graduates can apply for membership in the Association of Science and Engineering Technology Professionals of Alberta (ASET). Guidelines for membership are found on their website at www.aset.ab.ca.

Admission Requirements

This section should outline admission requirements to the program, making the distinction between High School, Mature, and/or Transfer Routes as relevant.

High School Route

High school diploma with:

- ELA 30-1 or ELA 30-2
- Math 30-1 or Math 30-2
- Physics 20

Mature Route

- ELA 30-1 or ELA 30-2
- Math 30-1 or Math 30-2
- Physics 20

Transfer/Post-Secondary Route

Not applicable.

Additional Selection Criteria

None.

Post-Admission Requirements

None.

Program Outline

Year One - Term 1

CADD 101   Drafting I

CADD 121   CADD Applications I

CADD 122   CADD Applications II

CADD 172   Sustainability & Systems Thinking

CADD 174   CADD Labs

MATH 150   Technical Math

Year One - Term 2

CADD 102   Drafting II

CADD 132   Mechanical Design I - Applied Physics

CADD 151   Technical Communications

CADD 161   Civil Design I - Civil Design Fundamentals

CADD 173   Construction Methods

CADD 182   Building Design I – Building Systems

Admission Requirements

High School Route

High school diploma with:

- ☐ ELA 30-1 or ELA 30-2
- ☐ Math 30-1 or Math 30-2
- ☐ Physics 20

Mature Route

- ☐ ELA 30-1 or ELA 30-2
- ☐ Math 30-1 or Math 30-2
- ☐ Physics 20

Transfer/Post-Secondary Route

Not applicable.

Additional Selection Criteria

None.

Post-Admission Requirements

None.

Program Outline

Year One - Term 1

CADD 101   Drafting I

CADD 121   CADD Applications I

CADD 122   CADD Applications II

CADD 172   Sustainability & Systems Thinking

CADD 174   CADD Labs

MATH 150   Technical Math

Year One - Term 2

CADD 102   Drafting II

CADD 132   Mechanical Design I - Applied Physics

CADD 151   Technical Communications

CADD 161   Civil Design I - Civil Design Fundamentals

CADD 173   Construction Methods

CADD 182   Building Design I – Building Systems

Year Two - Term 1

BEET 201   Digital Design/Presentation

BEET 231   Mechanical Design II

Year Two - Term 1

BEET 201 Digital Design/Presentation

BEET 231 Mechanical Design II

BEET 261 Civil Design II

BEET 271 Design Strategies

BEET 281 Building Design II

Year Two - Term 2

BEET 232 Mechanical Design III

BEET 242 Piping & Control Systems

BEET 262 Civil Design III

BEET 272 Capstone

BEET 282 Building Design III

Practicum/Field Work

Practicum/fieldwork details should go here.

Program Progression

If applicable, please indicate the requirements for continuation in the program.

Graduation Requirements

To successfully complete this program students must:

- attain a minimum cumulative GPA of 2.0
- complete the program with no failures or in completes in the required courses

Time Limits for Program Completion

You are allowed up to five years to complete the diploma route.

Transfer & Pathways

Students should consult Transfer Alberta for information regarding transfer credit and pathways for programs and individual courses.

Athabasca University

Graduates may be eligible for admission into the Bachelor of Professional Arts - Communications Studies Major and transfer 60 credits into this program. Students should contact an AU Academic Advisor for further information.

NAIT

BEET 261 Civil Design II

BEET 271 Design Strategies

BEET 281 Building Design II

Year Two - Term 2

BEET 232 Mechanical Design III

BEET 242 Piping & Control Systems

BEET 262 Civil Design III

BEET 272 Capstone

BEET 282 Building Design III

Program Progression

Students must achieve a minimum grade of C- in all prerequisite courses, unless otherwise stated in the course description.

> **Commented [OH1]:** Added by Registrar's Office/Calendar Task Force after consultation with Program Coordinator.

Graduation Requirements

To successfully complete this program students must:

- attain a minimum cumulative GPA of 2.0
- complete the program with no failures or incompletes in the required courses

Time Limits for Program Completion

You are allowed up to five years to complete the diploma route.

Transfer & Pathways

Students should consult Transfer Alberta for information regarding transfer credit and pathways for programs and individual courses.

Athabasca University

Graduates may be eligible for admission into the Bachelor of Professional Arts - Communications Studies Major and transfer 60 credits into this program. Students should contact an AU Academic Advisor for further information.

NAIT

Graduates are eligible for admission into the third year of the Bachelor of Technology. Please contact NAIT for further information regarding admission into this program. Please contact transfer@mhc.ab.ca for more information.

Graduates may be eligible for admission into the Bachelor of Technology. Please contact NAIT for further information regarding admission into this program. This pathway is currently under review; please contact transfer@mhc.ab.ca for confirmation on status.	

Are courses being deleted from the program?

List courses being deleted from program:	Course being deleted from institutional offerings:
NONE	NONE

Course-Level Changes

Current course: Copy and paste your current course description into both the left and right columns. Make changes in the right column and highlight the changes in yellow.

New course: Fill out the right column (New Course).

Course descriptions must include:
- Course Code
- Title
- Description
- Hours
- Credits

- Pre-requisites/ Co-requisites
- Prior Learning Assessment and Recognition (PLAR) Eligibility (contact Transfer Services Coordinator for more details).

Current Course	New Course
N/A	N/A

Form Submission Instructions

Please have your Dean review and sign. The signed form needs to be sent from the Dean to the Administrative Assistant to the Registrar. An email from the Dean to the Administrative Assistant to the Registrar will also be considered as a signed submission.

Dean Signature

Curriculum Change Form

Internal Registrar's Office Use ONLY	
Curriculum Committee: Approved Date:	**General Academic Council (if applicable):** Approved Date:

Should you have any questions about the form or curriculum process, please reach out to the Associate Registrar or Administrative Assistant of the Registrar.