**MEDICINE HAT COLLEGE**

## ADMINISTRATIVE REPRESENTATIVES
Kevin Shufflebotham, President & CEO
Nancy Brown, Vice President Academic & Provost
Colleen Whidden, Director, Teaching & Learning
Chad Flinn, Dean, School of Trades & Technology
Clay Bos, Dean, School of Arts, Science & Education
Jason Openo, Dean, School of Health & Community Services
Sandy Henderson, Registrar & Dean of Student Services
Morgan Blair, Dean, School of Business & Continuing Studies

## STUDENT REPRESENTATIVES
Lily Schaerer, S.A President
Shintaro Iwata, S.A Vice President Internal
Nikita Kovalev, S.A Vice President External
Rebecca Hirsch, S.A Vice President Community
Antwayne Hardie, Student Council Representative
Lee Chuen Tong, Student Council Representative
Jesica Philistin, Student Council Representative
Jonathan Elec, Student Council Representative

## Recorder
Paula Forsythe

## FACULTY REPRESENTATIVES
Jason McLester, School of Arts, Science & Education
Jana Smith Elford, School of Arts, Science & Education
Kate Squires, School of Health & Community Services
Peter Kelly, School of Trades & Technology
Stan Hansen, School of Trades & Technology
Jason Bonogofsky, School of Trades & Technology
Serena Cataldo, School of Health & Community Services
Heather Stahl, Member at large

## GUESTS
Hadija Drummond, Director, International Education
Teresa Gyorkos, Manager, Policy & Compliance
Nicholas Langat, Director, Student Supports
Wayne Resch, Vice President, Administration & Finance

**MEDICINE HAT COLLEGE**
**General Academic Council**

# AGENDA

**January 22, 2024**

**Crowfoot Room**

**10:00 am – 12:00 pm**

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1. **CALL TO ORDER** — K. Shufflebotham

2. **APPROVAL OF AGENDA**
   **[MOTION]** — All

✔ 3. **APPROVAL OF MINUTES –** November 27, 2023 — All
   **[MOTION]**

4. **UPDATES**

   4.1 **Executive Administration** — N. Brown
   4.2 **Faculty Update** — J. Smith Elford
   4.3 **Student Update** — L. Schaerer

5. **CURRICULUM COMMTTEE** — S. Henderson

✔ **5.1 Minutes:** December 2023, January 2024

✔ **5.2 Proposed New Terms of Reference**
   **[MOTION]**

✔ **5.2 Nomination of GAC Member for Curriculum Committee**
   **[VOTE]**

✔ **5.3 Curriculum Change Quick Reference Flowchart**

   **5.4 New Programs**
✔   **5.4.1** Data Analytics for Business Certificate
     **[MOTION]**
✔   **5.4.2** Post-Diploma Certificate in Marketing & Design
     **[MOTION]**

   **5.5 Program Suspensions/Terminations**
✔   **5.5.1** Sustainable Innovation (Suspension of Business & Science Majors)
     **[MOTION]**

   **5.5.2** Agroecology Diploma (Suspension)
   **[MOTION]**

   **5.5.3** Data Analytics for Business Diploma (Termination)
   **[MOTION]**

6. **NEW BUSINESS**

   **6.1 Proposed Academic Schedules** — S. Henderson
✔   **6.1.1** 2024-25 Academic Schedule
     **[MOTION]**

✔   **6.1.2** 2025-26 Academic Schedule — S. Henderson
     **[MOTION]**

✔ **6.2 Program Coordination (1.6) Rescind** — N. Brown

✔ **6.3 Roles & Responsibilities for Program Coordinators and Academic Chairs** — N. Brown
   *(For information)*

✔ *Denotes Agenda Items with Attachments*

7. **DISCUSSION TOPIC**
   - **Trades & Technology Update**                                    C. Flinn

9. **ADJOURNMENT / NEXT MEETING**                                       K. Shufflebotham
   Next meeting: April 2, 2024

   **[MOTION to ADJOURN]**

**MEDICINE HAT COLLEGE**
General Academic Council

# MINUTES

**November 27, 2023**
**Crowfoot Room**
**10:00 am – 12:00 pm**

**CALL TO ORDER**
- Kevin Shufflebotham (Chair) called the meeting to order at 10:04am.

**APPROVAL OF AGENDA**
- Hearing no additions to the agenda; the motion for approval was called.
  **Motion: (J. Openo)**
  **"That the agenda of the General Academic Council meeting of November 27, 2023, be adopted as presented."**

  **CARRIED**

**APPROVAL OF MINUTES –** September 25, 2023
- Hearing no changes to the minutes; the motion for approval was called.
  **Motion: (P. Kelly)**
  **"That the minutes of the General Academic Council meeting of September 25, 2023, be adopted as presented."**

  **CARRIED**

**CURRICULUM COMMTTEE**
**Terms of Reference (current)**
- Jana and Lily recently connected with Sandy Henderson regarding some proposed changes to the Curriculum Committee TOR.
- In past years, we've struggled to find the right balance with the Curriculum Committee and hope the changes presented today will help to solve this.
- Previously, a lot of curriculum changes were presented at GAC which was very time consuming and not effective. The Curriculum Committee was created to alleviate *all* changes being brought to GAC, and rather have them directed to a committee composed of the registrar, faculty, deans, etc. to review in detail, and approve. Any major changes requiring government approval are still presented to GAC for discussion/decision, before being referred to the Board of Governors for approval.
- After discussing the TOR with faculty and students; Jana and Lily brought the feedback to Sandy as each group felt there were some things removed from the TOR in the last round of revisions, that may need to be included again.

**Proposed New Terms of Reference**
- Proposed changes:
  - Purpose: added **standard program changes** back into this section
  - Membership: added **at least one student (nominated by the Student Association) to maximum of two**
  - Chair: **can be either the Dean of Student Services/Registrar or a member or Council appointed by the Committee at its first meeting of each academic year.**
  - Quorum: quorum is achieved if five members are in attendance with at least one faculty member, one member from administration **and at least one member of the Students' Association.**

- In future we may need to define what is meant by a "standard program change". Also need to specify how the dean is selected on the Committee.
- The proposed changes are presented today with notice that a vote will be conducted at the next meeting (January 22, 2024).

### Curriculum Change Flow Chart
- The Curriculum Changes Quick Reference/flow chart included in the meeting package was created to assist in determining the appropriate direction for the various types of curriculum/program changes.
- Before going to the Curriculum Committee with changes; inter-departmental collaboration/communication should take place as some changes impact various/ or sometimes all programs. Sandy will add this to the Curriculum Change Flow Chart and will also indicate where GAC and the Board of Governors fit within the process. Sandy will work with all areas to confirm the process and clarify the authority to approve vs recommend changes. The revised Flow Chart will be presented for review at the next GAC meeting.

## UPDATES
### Executive Administration (Nancy Brown)
- Enrollment: MHC currently has the highest enrolment than we've seen in the past 5 years; over 2000 FLE's this fall and we're predicting a bit higher by the end of the year.
- Academic Plan: Work is ongoing on the development of database learner profiles; some of these profiles have now been created for a number of programs. Work is also underway on developing some new tools for faculty, as well as additional supports for research & scholarship and an award ceremony/celebration which will allow this work to be showcased in the spring.
  The new Research & Scholarship Development Team includes both internal and external members, as well as the Team Lead (50% faculty secondment), with administrative oversight from the VPA office, and will focus on supporting research & scholarly activity at MHC.
- Communication/collaboration: Nancy connects with VPAs' at other institutions monthly and visits other institutions to ensure the relationships and collaboration with them remains strong. Nancy is happy to meet with any program areas/departments, etc. here on campus as well.

### Faculty Update (Jana Smith-Elford)
- Jana met with faculty members of GAC to review the Curriculum Committee Terms of Reference and they've proposed some changes which Sandy referred to earlier. Jana is trying to meet regularly with faculty members in general to keep communication open around what's happening at GAC, etc.

### Student Update (Lily Schaerer)
- Lily & Nikita recently attended ASEC Advocacy Week in Edmonton, advocating on behalf of the Students' Association at the government level. They met with various MLA's and Ministers which went very well and had some great discussion around some of the main concerns for students at the moment such as: amendments to the PSLA language re: mandatory non-instructional fees, increases in mental health funding/pursuit of additional funding in future, etc.
- There have been a couple of student appeals lately but overall, the number is lower than in recent years.
- Planning is underway for a few upcoming events (holiday food bank drive, etc.); also recognizing that exams will be starting soon.

## DISCUSSION TOPICS
### Academic Policy Work
- The response from CAQC regarding our institutional self-study contained a recommendation to update a number of our policies, which resulted in the development of a new policy framework. Since some policies were being reviewed as part of this project; the decision was made to review the entire suite of academic

policies as a whole.  The goal is to have fewer overarching policies, with procedures that operationalize the work housed within those policies.

- For GAC, the way we bring policies forward for review will change slightly since they will be presented as a collective rather than each individual policy.
- Teresa and Laura provided a PowerPoint presentation on the Policy Development & Review Process which Paula will circulate to GAC for reference.
- All policies are currently available on Source and internal employees can access them. The new policy template is available on the website, but policies needing updated will not be accessible there and can be requested by contacting Teresa.
- The timeframe for the project is unclear at the moment, but the CAQC policy requirements and recommendations will be completed first.

**CAQC Degree Process/Institutional Readiness**

- Currently, MHC has the ability to award collaborative degrees only and cannot offer autonomous degrees. The MHC institutional self-study was completed in 2021 to begin the process of obtaining CAQC approval to offer our own degrees, which also entailed a site-visit at that time with the CAQC Team. Through the self-study and site visit, CAQC looked at various things to assess our institutional readiness to offer autonomous degrees.
- The report received after the site visit included a number of recommendations, and conditions which must be met. Some conditions have already been completed (i.e., Academic Plan) and some are just recommendations that we don't necessarily need to complete.
- Work is ongoing and once all conditions have been fulfilled, another update will be provided on next steps in this process.

**ADJOURNMENT / NEXT MEETING**

- The meeting was adjourned at 11:20am.
- Next meeting: January 22, 2024

# GAC CURRICULUM SUBCOMMITTEE

MINUTES · DECEMBER 11, 2023 · 9:00 AM · TEAMS MEETING

**Attendance:**                                    **Recorder:**
Sandy Henderson                              Lana West
SA Internal
Nancy Brown
Felix Paiyda
Peter Kelly
Rick Robinson
Jason Openo

1. Welcome & Introductions
2. Terms of Reference – Update
   - Sandy went over GAC discussion about proposed changes to the Committee Terms of reference.

   1. What curriculum changes should be reviewed by the Committee
   2. Allowing for 2 student reps
   3. The option of another committee member to Chair the Committee

3. Program Changes

   a. Kinesiology Diploma
      - A small update to the admission requirements previously approved for the program based on Government review (Math 30-1 or 30-2)

   b. Occupational/Therapist Assistant/Physical Therapist Assistant
      - slight changes to program requirements

   c. Speech Language Pathologist Assistant
      - slight changes to program requirements

   d. Power Engineering
      - Updated Admission Requirements

   *Motion: To accept all program changes as presented*

   *All in favor - APPROVED*

4. New Program

   a. Data Analytics for Business certificate
      - deferred to next meeting

5. Program Suspensions/Terminations
   - Suspension of Agroecology program – the program has not run for a number of years, and as a result suspension of the program is required.

   *Motion: To refer suspension of Agroecology to GAC for discussion*
   *All in favour - APPROVED*

6. Next Meeting – early January – date TBD
7. Adjournment

# GAC Curriculum Subcommittee

**Attendance:**
Sandy Henderson
Lily Schaerer
Nancy Brown
Felix Paiyda
Peter Kelly
Rick Robinson
Jason Openo

**Recorder:**
Lana West

1. Program Changes
   a. Art & Design
      - Committee has follow up questions for the program area.  This will be brought to the next meeting
   b. Criminal Justice
      - *Motion: To approve all changes as submitted.  All in favor*
   c. Humanities & Social Sciences
      - This will be deferred to the next meeting.
   d. Paramedic
      - A few questions need to be taken back to the program for further discussion.  This will be brought back to the next meeting
   e. Service Dog & Canine Studies Management
      - *Motion: To approve all changes as submitted.  All in favor*
   f. Sustainable Innovation
      - *Motion: To refer to GAC for further consideration.  All in favor*
   g. Social Work
      - *Motion:  To approve all changes as submitted.  All in favor*
   h. ELCC
      - *Motion: To approve all changes as submitted.  All in favor*
2. New Programs
   a. Data Analytics for Business – Certificate
      - GAC & Board need to approve
      - *Motion: This program to be forwarded to GAC for further discussion.  All in favor*
   b. Post Diploma Certificate in Marketing & Design
      - *Motion: This program to be forwarded to GAC for further discussion.  All in favor*
3. Program Termination
   a. Data Analytics for Business – Diploma
      - *Motion: Refer this to GAC & Board for termination and further discussion.  All in favor*
4. Next Meeting – Early February
5. Adjournment

# CURRICULUM COMMITTEE
# GENERAL ACADEMIC COUNCIL

# Terms of Reference

PURPOSE:
The Curriculum Committee reviews and recommends for approval matters pertaining to curriculum, including changes to existing courses and programs, as well as new programs and significant changes to programs (such as name changes, program suspensions, or program terminations, significant credit load changes) that require Government of Alberta approval. The Curriculum Committee brings together the academic expertise of its faculty with the expertise of the administration and support services to assure the quality and academic standards of the educational programs provided by Medicine Hat College.

MANDATE:
The Medicine Hat College General Academic Council is established to be consistent with the Alberta Post-Secondary Learning Act. The Committee is established by General Academic Council in order to provide detailed evaluation of significant curriculum changes in advance of General Academic Council review at its regular meetings.

ACCOUNTABILITY:
The Curriculum Committee is accountable to General Academic Council and shall provide their draft minutes at the next meeting of the Council.

MEMBERSHIP:
Curriculum Committee members are appointed annually by General Academic Council and normally include:

- Vice-President, Academic (ex officio, non-voting)
- One faculty representative from General Academic Council – this will be a rotating position approved by General Academic Council – GAC.
- Five faculty members: at least one member from each Academic School (nominated by their respective Schools and ratified by the Faculty Association). Faculty members are appointed for 2-year terms with half appointed each year if possible.
- One Academic Dean
- Dean of Student Services/Registrar
- At least one student (nominated by the Student Association), to a maximum of two

Members on the Curriculum Committee may or may not be members of General Academic Council.
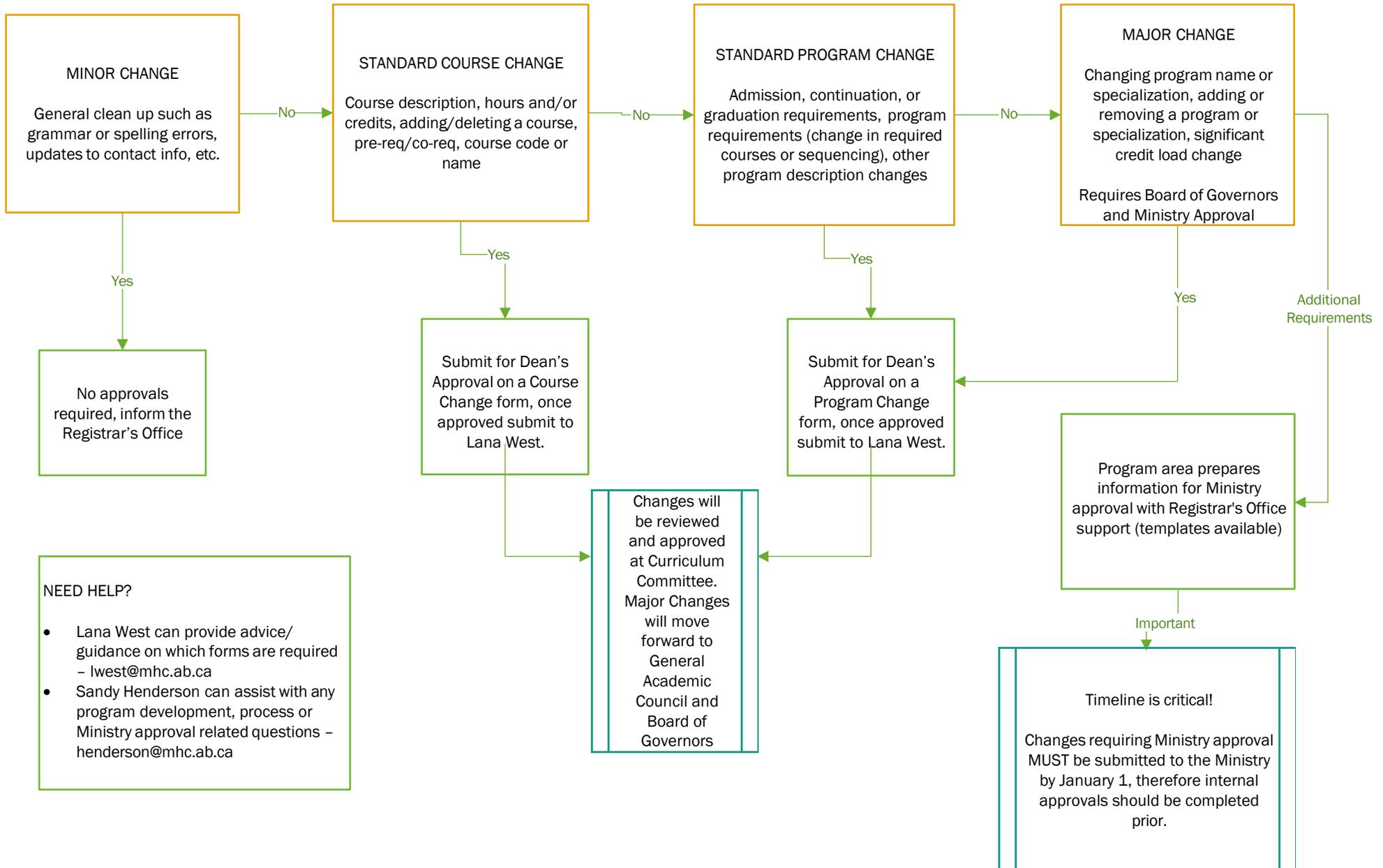
ADMINISTRATIVE SUPPORT:
Administrative support for the Committee is provided and coordinated by the Office of the Dean of Student Services/Registrar. This includes maintaining records of meetings and supporting materials.

OPERATING PROCEDURES:
The Curriculum Committee:
- meets as necessary
- may request information from any group or individual in the College
- may request people to attend
- may strike sub-committees and may appoint members outside of the Committee to sit on these sub committees
- may seek advice from groups or individuals external to the College
- may invite guests to its regular meetings
- is chaired by the Dean of Student Services/Registrar, <u>or a member appointed by the Committee at its first meeting of each academic year</u>
- normally strives for consensus and makes formal decisions by a simple majority vote at a meeting where quorum is established
- achieves quorum when there is attendance by five members with at least one member from faculty, one member from administration, <u>and one member from the student association.</u>
- agendas are set by the Chair of the Committee

## Curriculum Changes Quick Reference

**MINOR CHANGE**

General clean up such as grammar or spelling errors, updates to contact info, etc.

—No→

**STANDARD COURSE CHANGE**

Course description, hours and/or credits, adding/deleting a course, pre-req/co-req, course code or name

—No→

**STANDARD PROGRAM CHANGE**

Admission, continuation, or graduation requirements, program requirements (change in required courses or sequencing), other program description changes

—No→

**MAJOR CHANGE**

Changing program name or specialization, adding or removing a program or specialization, significant credit load change

Requires Board of Governors and Ministry Approval

Yes ↓

No approvals required, inform the Registrar's Office

Yes ↓

Submit for Dean's Approval on a Course Change form, once approved submit to Lana West.

Yes ↓

Submit for Dean's Approval on a Program Change form, once approved submit to Lana West.

Yes ↓

Additional Requirements →

Changes will be reviewed and approved at Curriculum Committee. Major Changes will move forward to General Academic Council and Board of Governors

Program area prepares information for Ministry approval with Registrar's Office support (templates available)

Important ↓

**NEED HELP?**

- Lana West can provide advice/ guidance on which forms are required – lwest@mhc.ab.ca
- Sandy Henderson can assist with any program development, process or Ministry approval related questions – henderson@mhc.ab.ca

Timeline is critical!

Changes requiring Ministry approval MUST be submitted to the Ministry by January 1, therefore internal approvals should be completed prior.

*Proposed*

# Program Changes

| |
|---|
| **School: Business & Continuing Studies** |
| **Program Name: Data Analytics for Business** |
| **Proposed Implementation Date:**<br>**July 1, 2024** |

**In order for changes to move to the next step, they must be submitted to Lana West ([lwest@mhc.ab.ca](mailto:lwest@mhc.ab.ca)) by the Dean via email.**

## Indicate the type(s) of change(s) involved

o   New Program:                                    o

o   **Data Analytics for Business Certificate**

**Provide a rationale for the changes:** Recent labour market data, and low learner demand for the Data Analytics for Business diploma, suggested that the program needed to be redesigned to better suit the needs of learners and the region. The program was therefore redesigned as a certificate that is more broadly appealing to a diverse audience. Several industry consultation sessions were held to discuss a revised design and gather input into the needs of local businesses. These consultation sessions confirmed the need for a certificate that helps employees upskill in their current roles. Input has been integrated into the program design and course content.

New Certificate Program

## Proposed Calendar Program Description
**(Include course title, number, description, hours, credits, co-*requisites* and pre-requisites, etc.)**

## 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.

## Admission Requirements
- Two Grade 12 5-credit subjects with 50% or higher
- Current employment with a letter of support from employer

## Program Requirements:

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

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

## Graduation Requirements:
To successfully complete this program students must:
- Attain a minimum GPA of 2.0
- Achieve a grade of CR in all Applied Field Placements

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DATA 100: ½ of content MGMT 150: ½ of content | | | | DATA 155 Applied Field Placement I | | | DATA 100: ½ of content MGMT 150: ½ of content | | | | DATA 175 Applied Field Placement II | | |

| Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | Week 26 | Week 27 | Week 28 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MKTG 170: ½ of content DATA 180: ½ of content | | | | DATA 185 Applied Field Placement III | | | MKTG 170: ½ of content DATA 180: ½ of content | | | | DATA 195 Applied Field Placement IV | | |

## Course Descriptions
### Fall
DATA 100 Data Literacy
Hours: 42 (5.25-0) 8 wks
Credits: 3
This course provides the student with a broad overview of data literacy, including data management, analysis, visualization, and communicating with data, using real datasets and examples that are relevant to a variety of industries.

MGMT 150 Strategic Communication
Hours: 42 Hours (5.25-0) 8 wks
Credits: 3
This course provides the learners with the ability to build consensus and communicate insights via a variety of mediums, strategically providing insights to decision-makers.

DATA 155 Applied Field Placement I

Corequisites: DATA 100, MGMT 150
Hours: 120 (0-40P) 3 wks
Credits: 3
The initial field placement begins with a scoping call between the learner, their industry mentor, and Workforce Coach to scope employer needs, potential areas for applicability of the program content. The field placement is then focused on building content utility for their employer based on the first half of the course content.

DATA 170 Applied Field Placement II
Corequisites: DATA 100, MGMT 150
Hours: 120 (0-40P) 3 wks
Credits: 3

Students work with their industry mentor and Workforce Coach to build content utility for their employer based on the second half of the course content.

## Winter

MKTG 170 Marketing & Social Media Analytics
Hours: 42 (5.25-0) 8 wks
Credits: 3
In this course data analysis tools will be used to analyze marketing problems for different industries, for customer segmentation forecasting or new products or improve customer services and sales and social media analytics.

DATA 180 Data Visualization & Business Reporting
Hours: 42 (5.25-0) 8 wks
Credits: 3
Prerequisites: DATA 100, MGMT 150
In this course learners will understand how data visualization is used to gain insights into large and complex data sets. They will use tools commonly available to employers for visualizing data and creating dashboards and reports with real data sets from a variety of industries. They will learn to present and communicate their data findings in an engaging way, to engage leaders and facilitate decision making.

DATA 185 Applied Field Placement III
Hours: 120 (0-40P) 3 wks
Credits: 3
Corequisite:  DATA 180, MKTG 170
The field placement begins with a check in between the learner, their industry mentor, and Workforce Coach to revisit the original scope of employer needs and adjust as needed to ensure program content has applicability. The field placement is then focused on building content utility for their employer based on the first half of the course content.

DATA 195 Applied Field Placement IV
Hours: 120 (0-40P) 3 wks
Credits: 3
Corequisites: DATA 180, MKTG 170
In this capstone course students work with their industry mentor and Workforce Coach to continue building content utility for their employer, and reflectively summarize advancements that were made to transform the organization, and identify where future change could continue.

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*Proposed*

# Program Changes

| |
|---|
| School: Business & Continuing Studies |
| Program Name: Post-Diploma Certificate in Marketing and Design |
| Proposed Implementation Date: **July 1, 2024** |

**In order for changes to move to the next step, they must be submitted to Lana West (lwest@mhc.ab.ca) by the Dean.**

## Indicate the type(s) of change(s) involved

- o  Program Name
- o  Change in program name
- o  Change in program requirements/sequencing
- o  Change in continuation and/or grad. requirements
- o  **New Program**

- o  Delete course from the program
- o  Change in program description
- o  Change in admission requirements
- o  Add courses to program
- o  Change in total hours/credits

### Provide a rationale for the changes:

*This certificate allows students with a non-marketing diploma to specialize in Marketing & Design using mostly existing courses. It also allows students from Art & Design to add to their Marketing expertise, and Marketing students to add to their design expertise.*

### Calendar Program Description
(Include course title, number, description, hours, credits, co-*requisites* and pre-requisites, etc.)

## Post Diploma in Marketing

This certificate serves as a stand-alone certificate that builds on students' previous academic knowledge. In addition, this certificate includes a work integrated learning course that provides students with a hands-on learning opportunity where theory and practice are integrated.

**Admission Requirements**: Graduation from a diploma at an accredited Post-Secondary institution. Note: Special acceptance to the program can be made by the Dean if equivalent work experience, education or training if provided.

**Program Outcomes:**
Apply key marketing theories, frameworks, and tools to solve marketing problems
Formulate a marketing plan to meet the needs or goals of a business or organization
Communicate marketing information persuasively and accurately in oral, written, graphic and interactive media formats.
Evaluate the impact of different marketing strategies for return on Investment (ROI) and achievement of business goals.

**Fall:**

| MKTG 171: Intro to Marketing 42 hours | Introductory look at the concepts and activities involved in the marketing of goods and services. Central to the course |
|---|---|

| | |
|---|---|
| No Pre-req | is understanding the marketing mix variables of product, pricing, promotion, and distribution. Other topics include consumer behavior, marketing research, and the strategic marketing process. The creation of a Marketing Plan will also be included. |
| **MGMT 150: Strategic Communications** (apprenticeship course in process of development) 42 hours | This course provides the learners with the ability to build consensus and communicate insights via a variety of mediums, strategically providing insights to decision-makers. |
| **MKTG 325: Evidence-Based Marketing** 42 hours Pre-req: MKTG 171 | This course explores the goals of evidence-based marketing and essential methodologies used to gain insight. Students will have the opportunity to learn how to support effective marketing decisions through focused marketing research and analysis. A key outcome of this course is the initial development of a student's marketing portfolio. |
| **AREL 329: Web Design I** 84 hours No pre-req's | This course explores the fundamentals of design for web. Plan, design, and produce simple web pages that function efficiently, and communicate effectively. You will be introduced to creating an online presence looking at the history of the internet and how the worldwide web works, before diving into the design process. HTML will be used to structure the web pages, while CSS will be used to present the pages. User interface and user experience (UI/UX) design will be important to the process. Web Design I provides a foundation for emerging creative practitioners. |
| **Choice of 1 of 2:** | |
| **MKTG 315: Science of Persuasion** 42 hours Pre-req: MKTG 171 | Marketing ultimately hinges on the ability to comprehend human motivation in order to understand the attitudes and behaviours of people and organizations. In this course, students investigate the theory and practice of persuasion, learning to use these concepts to develop persuasive and compelling stories in visual, verbal and written formats. |
| **SEMM 251: Sport and Event Sponsorships and Fundraising** 42 hours Pre-req: MKTG 171 | This course focus on strategies used for generating event revenue through fund-raising and sport and event sponsorship. You will be introduced to the concept of sponsorship and the process of meeting organization and sponsor needs in the sport industry. Marketing concepts will be adapted to meet the specific needs of sponsorship and fund-raising campaigns and events. Relevant management strategies will be examined. Trends, issues and innovations in fundraising and sponsorship will be explored. |

Approximately 21 hours in the classroom a week

For comparison, our first semester of the marketing diploma is 238 hours and 15 credits

## Winter:

| | |
|---|---|
| **MKTG 355: Creating Brand Intelligence** 42 hours | Meaningful marketing campaigns are developed through a trans-disciplinary, rigorous, and creatively-driven process. In this course, |

| | |
|---|---|
| Pre-req: MKTG 171 | students are immersed in the deconstruction, critique and reconstruction of the creative and emotional potential of existing marketing assets.<br>Using Brand Intelligence tools and techniques, students then reframe, redesign, rewrite and develop new narrative elements for extraordinary advertising and promotion campaigns. |
| **SEMM 271: Digital Marketing**<br>42 hours<br>Pre-req: MKTG 171 | This course engages students in the constantly changing nature of digital marketing and social media. It examines the leading edge of technology and practice and how it impacts on a whole range of other disciplines, such as `traditional marketing, management, international business and business strategy. It also exposes students to key concepts and theories relating to online communities and social networking. It covers the development of effective social media engagement strategies such as, social media user behavior, online community and personalization. NOTE: Students cannot receive credit for both MKTG 271 and SEMM 271 toward the completion of the Sport & Event Marketing and Management program. |
| **MKTG 345: Managing Marketing Relationships**<br>42 hours<br>Pre-req: MKTG 171 or MKTG 325 | Business success depends on relationships with diverse groups of people, including customers, employees, shareholders, suppliers, distribution partners, communities and regulators. In this course students will learn to identify, evaluate and prioritize these relationships. This will include areas of study such as social exchange theory, market segmentation and network analysis. |
| **AREL 429: Web Design II (UI/UX)**<br>84 hours<br>Pre-req: AREL 329 | Students will create compelling web-based applications focusing on User Experience (UX) and User Interface (UI). Hands-on projects highlight topics of accessibility, inclusivity, and conversion. Students are guided through a design development process and using UX/UI software that is highly sought after by design industries. This course equips students with the essential tools to engage with practices of modern user experience design. |
| **Community Service Project**<br>120 hours | Students will act as consultants to regional businesses supporting their marketing endeavours. |

*Proposed*

# Program Changes

| |
|---|
| **School: Arts, Science & Education** |
| **Program Name: Sustainable Innovation** |
| **Proposed Implementation Date:** <br> **July 1, 2024** |

**In order for changes to move to the next step, they must be submitted to Lana West (lwest@mhc.ab.ca) by the Dean.**

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### Indicate the type(s) of change(s) involved

- o  Program Name
- o  Change in program name
- o  Change in program requirements/sequencing
- o  Change in continuation and/or grad. requirements
- o  New Program

- o  Delete course from the program
- o  ==Change in program description==
- o  Change in admission requirements
- o  Add courses to program
- o  Change in total hours/credits

---

### Provide a rationale for the changes:

There were major changes to the program recently that have not been updated in the calendar. The program used to have two streams (business and science), and that is no longer the case. They can take one elective in second year fall, and another one in second year winter. The program description also reflects the new course codes. There was an error in the list of required courses. SUST 321 Managing Innovation Project is misnamed and should be titled Managing Innovation Initiatives.

Sustainable Innovation Diploma

Academic Advising Office
Phone: 403.529.3819

The Sustainable Innovation Diploma examines the key area of sustainability and the role innovation plays in the journey to achieving economic, social, and environmental sustainability. With two majors, Business and Science, this groundbreaking program provides students with the ability to explore, create, and test innovative sustainability strategies. Learn to recognize key drivers of innovation, how to leverage organizational systems, and create impactful ideas and projects that propel communities and society forward. Students acquire critical analytical skills and apply them to complex systems in our modern world. If you are interested in peeking behind the curtain, undertaking thoughtful analysis, and making a difference, this program warrants serious consideration by you. Be part of the next generation of change makers that will shape the future of our world.

Career Opportunities
Graduates can obtain positions with a variety of organizations and industries Prospective positions include:
Science Majors:
• Service Representative
• Sustainable Construction Manager
• Maintenance Supervisor
• Quality Control Inspector
• Project Coordinator/Lead
• Strategic Operations Analyst
• Process Supervisor
• Implementation Consultant
• Special Projects Lead
• Facilities Specialist
• Research/Evaluation Coordinator
• Data Analyst and Modeler

Business Majors:
• Research and Development Coordinator
• Marketing and Innovation Project Coordinator
• Product and Market Innovation Manager
• Innovation Coordinator
• Sustainable Project Coordinator
• Special Innovation Sustainable Project Leader
• Innovation Project Lead
• Sustainable Development Coordinator
• Supply Chain Coordinator
• Sustainability Consultant
• Innovation Consultant

Admission Requirements

High School Route

• ELA 30-1 or ELA 30-2

• Two Grade 12 5-credit subjects with 50% or better

Mature Route (21 years of age or older)

• ELA 30-1 or ELA 30-2

Program Requirements

First Year

Fall

SUST 201 Creativity and Changing Perspectives

SUST 211 Introduction to Social Innovation

SUST 221 Regenerative Design

SUST 231 Sustainability & Systems Thinking

TCOM 110 Technical Communications

Winter

SUST 251 Sustainability & Modelling

SUST 261 Building and Sustaining Innovative Organizations

SUST 271 Building Community

SUST 281 Sustainability and Corporate Social Responsibility

SUST 291 Sustainability by Design

Sustainable Business Innovation Major

Second Year

Fall

FINA 261 Principles of Sustainable Finance

MKTG 241 Sustainable Marketing

SUST 301 Design Thinking

SUST 311 Strategic Management and Innovation

SUST 321 Managing Innovation Project

Winter

MGMT 371 Sustainable Innovation and Entrepreneurship

MGMT 381 Sustainable Operations

MGMT 391 Global Sustainable Business

SUST 351 Innovation and Strategic Implementation

SUST 391 Sustainable Innovation Project

Spring

SUST 399 Sustainable Innovation Work Integrated Learning

Science and Innovation for Sustainable
Development Major

Second Year

Fall

CPSC 251 Data Modelling

GEOG 211 Principles of Geoscience

SUST 301 Design Thinking

SUST 311 Strategic Management and Innovation
SUST 321 Managing Innovation Project

Winter
BIOL 223 Humans
GLGY 291 Ecosystems and Environmental Change
PHYS 201 How Things Work
SUST 351 Innovation and Strategic Implementation

SUST 391 Sustainable Innovation Project

Spring
SUST 399 Sustainable Innovation Work Integrated Learning

Continuation Requirements
• prerequisite grades must be C- or higher

Graduation Requirements
To successfully complete this program students must:
• attain a minimum cumulative GPA of 2.0
• achieve no grade lower than C-
• achieve a grade of CR in SUST 399

Transfer & Pathways
Students are encouraged to consult academic calendars of their intended transfer institution regarding admission requirements and course selection. A Medicine Hat College Academic Advisor or a University Academic Advisor can help students interpret and apply these requirements. Students are responsible for making informed course choices as part of their program planning. Students may access the Transfer Alberta Search Tool online at transferalberta.alberta.ca/transfer-alberta-search to determine Medicine Hat College course equivalents.

# Sustainable Innovation Diploma

**Academic Advising Office**
Phone: 403.529.3819

A first of its kind in Canada, MHC's Sustainable Innovation diploma provides students with the ability to develop, implement and lead sustainable innovation strategies in diverse industries. Students will acquire just-in-time experience learning to develop the skills and competencies needed to analyze and evaluate the detailed ecosystems that reinforce and support our built environment.

Offered with flexible learning options (in person and online), this two-year program of five semesters includes an integrated workplace learning experience and is designed for change makers who are excited about challenging existing standards and propelling their ideas forward to positively impact our communities and society. This program trains the next generations of leaders to initiate effective, innovative, and sustainable approaches to solving challenges that impact people, places, and profits by looking at new and strategic ways of doing business.

The Sustainable Innovation diploma challenges learners to broaden their perspective and create new products, services, systems, and processes that develop long-term solutions and address the United Nation's 17 Sustainable Development Goals (SDGs). The term sustainability focuses not only on climate change but recognizes that ending poverty and other hardships naturally coincides with strategies to improve health, education, social equality, and economic growth.

**Career Opportunities**
Graduates can obtain positions with a variety of organizations and industries that have a commitment to sustainability and innovation. The unique blend of science and business-based learning opens doors to a wide range of opportunities in both scientific and business sectors.

Prospective positions include:

- **Leadership and Strategy**
  - Entrepreneur
  - Special Projects Lead
  - Project Coordinator
  - Innovation Strategist
  - Sustainable Business Consultant
  - Corporate Social Responsibility Manager
  - Innovation Project Manager
  - Sustainability Consultant
  - Environmental Policy Analyst
  - Community Development Officer
  - Corporate Sustainability Manager
- **Analytical and Development Roles**
  - Sustainability Analyst
  - Research and Development Specialist
  - Data Scientist
  - Technology Commercialization Specialist
  - Regulatory Affairs Specialist

- Innovation Consultant
- Research and Development Coordinator
- Data Analyst for Sustainable Solutions
- Ecosystem Analyst
- **Operational and Management Roles**
  - Supply Chain Sustainability Manager
  - Sustainable Operations Manager
  - Supply Chain Coordinator
  - Marketing and Innovation Project Coordinator
  - Product and Market Innovation Manager
  - Service Representative
  - Maintenance Supervisor
  - Quality Control Inspector
  - Sustainable Construction Manager
  - Strategic Operations Analyst
  - Corporate Finance Advisor
  - Innovation Project Manager
  - Sustainability Work Integrated Learning Specialist
  - Sustainability Financial Advisor
  - Ecosystem Analyst
  - Entrepreneur in Sustainable Technology

## Admission Requirements
**High School Route**
- ELA 30-1 or ELA 30-2
- Two Grade 12 5-credit subjects with 50% or better

**Mature Student Route**
- ELA 30-1 or ELA 30-2

## Program Requirements

## First Year
**Fall**
SUST 111 Creativity and Changing Perspectives
SUST 112 Introduction to Social Innovation
SUST 113 Regenerative Design
SUST 114 Sustainability & Systems Thinking
TCOM 110 Technical Communications

**Winter**
SUST 121 Sustainability & Modelling
SUST 122 Building and Sustaining Innovative Organizations
SUST 123 Building Community
SUST 124 Sustainability and Corporate Social Responsibility
SUST 129 Sustainability by Design

## Second Year
**Fall**

SUST 212 Design Thinking
SUST 213 Managing Innovation Initiatives
CPSC 151 Data Modelling
FINA 161 Principles of Sustainable Finance
Elective

**Electives for Second Year Fall**
GLGY 111 Principles of Geoscience
MKTG 141 Sustainable Marketing

**Winter**
SUST 222 Innovation and Strategic Implementation
SUST 229 Sustainable Innovation Project
GEOG 191 Ecosystems and Environmental Change
MGMT 181 Sustainable Operations
Elective

**Electives for Second Year Winter**
PHYS 101 How Things Work
MGMT 181 Sustainable Innovation and Entrepreneurship

**Spring**
SUST 299 Sustainable Innovation Work Integrated Learning

## Continuation Requirements
Prerequisite grades must be C- or higher


## Graduation Requirements
To successfully complete this program students must:
- Attain a minimum cumulative GPA of 2.0
- Achieve no grade lower than C-
- Achieve a grade of CR in SUST 299


**Transfer & Pathways**
Students are encouraged to consult academic calendars of their intended transfer institution regarding admission requirements and course selection. A Medicine Hat College Academic Advisor or a University Academic Advisor can help students interpret and apply these requirements. Students are responsible for making informed course choices as part of their program planning. Students may access the Transfer Alberta Search Tool online at transferalberta.alberta.ca/transfer-alberta-search to determine Medicine Hat College course equivalents.

## Proposed 2024-2025 Academic Schedule

| Event | Date |
|---|---|
| **July** | |
| Canada Day (College Closed) | Monday, July 1, 2024 |
| First day of Summer semester classes | Tuesday, July 2, 2024 |
| Add deadline | Thursday, July 4, 2024 |
| Last day to drop and pay for summer semester | Tuesday, July 9, 2024 |
| **August** | |
| Fall Semester Residence Fees Due | Thursday, August 1, 2024 |
| Heritage Day (College Closed) | Monday, August 5, 2024 |
| "W" deadline for summer semester | Monday, August 19, 2024 |
| College Day (No classes & college closed to the public) | Wednesday, August 21, 2024 |
| Last day of Summer semester classes | Friday, August 30, 2024 |
| **September** | |
| Labour Day (College Closed) | Monday, September 2, 2024 |
| New Student Orientation | Tuesday, September 3, 2024 |
| Credit Classes Begin | Wednesday, September 4, 2024 |
| Add deadline | Wednesday, September 11, 2024 |
| Drop deadline | Wednesday, September 18, 2024 |
| Last day to pay tuition and fees for Fall semester | Wednesday, September 18, 2024 |
| National Truth & Reconciliation Day (No classes) | Monday, September 30, 2024 |
| **October** | |
| Thanksgiving Day (College Closed) | Monday, October 14, 2024 |
| **November** | |
| Rememberance Day (College Closed) | Monday, November 11, 2024 |
| Student Study Break (No classes) | Tuesday, November 12 & Wednesday, November 13, 2024 |
| Withdrawal with "W" Grade deadline | Thursday, November 21, 2024 |
| **December** | |
| Winter Semester Residence Fees Due | Monday, December 2, 2024 |
| Last day of Credit Classes | Tuesday, December 10, 2024 |
| Exams for Credit Classes begin | Thursday, December 12, 2024 |
| Exams for Credit Classes end | Friday, December 20, 2024 |
| Holiday Break (College Closed) | Tuesday, December 24-31, 2024 |
| **January** | |

| | |
|---|---|
| New Year's Day  (College Closed) | Wednesday, January 1, 2025 |
| College Open | Thursday, January 2, 2025 |
| Credit Classes Begin | Monday, January 6, 2025 |
| Add Deadline | Friday, January 10, 2025 |
| Drop Deadline | Friday, January 17, 2025 |
| Last day to pay tuition and fees for Winter semester | Friday, January 17, 2025 |
| **February** | |
| Family Day (College Closed) | Monday, February 17, 2025 |
| Student Study Break Begins (No Classes) | Tuesday, February 18, 2025 |
| Student Study Break Ends (No Classes) | Friday, February 21, 2025 |
| **March** | |
| Withdrawal with "W" Grade deadline | Tuesday, March 25, 2025 |
| **April** | |
| Last day of Credit Classes | Thursday, April 10, 2025 |
| Exams for Credit Classes Begin | Saturday, April 12, 2025 |
| Good Friday (College Closed) | Friday, April 18, 2025 |
| Easter Monday (College Closed) | Monday, April 21, 2025 |
| Exams for Credit Classes End | Friday, April 25, 2025 |
| **May** | |
| Credit Classes Begin for Spring May & May/June Session | Thursday, May 1, 2025 |
| Add Deadline for Spring May Session | Friday, May 2, 2025 |
| Drop Deadline for Spring May Session | Monday, May 5, 2025 |
| Last day to pay tuition and fees for Spring May & May/June Sessions | Monday, May 5, 2025 |
| Add Deadline for Spring May/June Session | Tuesday, May 6, 2025 |
| Drop Deadline for Spring May/June Session | Wednesday, May 7, 2025 |
| Victoria Day (College Closed) | Monday, May 19, 2025 |
| Withdrawal with "W" Grade deadline for Spring May Session | Monday, May 26,2025 |
| Credit Classes End for Spring May Session | Friday, May 30, 2025 |
| **June** | |
| Credit Classes Begin for Spring June Session | Monday, June 2, 2025 |
| Add Deadline for Spring June Session | Tuesday, June 3, 2025 |
| Drop Deadline for Spring June Session | Wednesday, June 4, 2025 |
| Last day to pay tuition and fees for Spring June Session | Friday, June 6, 2025 |
| Convocation | Friday, June 13, 2025 |

| | |
|---|---|
| Withdrawal with "W" Grade deadline for Spring May/June Session | Tuesday, June 17, 2025 |
| Withdrawal with "W" Grade deadline for Spring June Session | Tuesday, June 24, 2025 |
| Credit Classes End for Spring May/June & June Sessions | Monday, June 30, 2025 |

## Proposed 2025-2026 Academic Schedule

| Event | Date |
|---|---|
| **July** | |
| Canada Day (College Closed) | Tuesday, July 1, 2025 |
| First day of Summer semester classes | Wednesdy, July 2, 2025 |
| Last day to add for Summer semester | Friday, July 4, 2025 |
| Last day to drop and pay for Summer session | Wednesday, July 9, 2025 |
| **August** | |
| Fall Semester Residence Fees Due | Friday, August 1, 2025 |
| Heritage Day (College Closed) | Monday, August 4, 2025 |
| Withdrawal with "W" grade for Summer semester | Monday, August 18, 2025 |
| College Day (No classes & college closed to the public) | Wednesday, August 20, 2025 |
| Last day of Summer semester classes | Friday, August 29, 2025 |
| **September** | |
| Labour Day (College Closed) | Monday, September 1, 2025 |
| New Student Orientation | Tuesday, September 2, 2025 |
| Credit Classes Begin | Wednesday, September 3, 2025 |
| Add deadline | Wednesday, September 10, 2025 |
| Drop deadline | Wednesday, September 17, 2025 |
| Last day to pay tuition and fees for Fall semester | Wednesday, September 17, 2025 |
| National Truth & Reconciliation Day (No classes) | Tuesday, September 30, 2025 |
| **October** | |
| Thanksgiving Day (College Closed) | Monday, October 13, 2025 |
| **November** | |
| Student Study Break (No classes) | Monday, November 10, 2025 |
| Rememberance Day (College Closed) | Tuesday, November 11, 2025 |
| Student Study Break (No classes) | Wednesday, November 12, 2025 |
| Withdrawal with "W" Grade deadline | Thursday, November 20, 2025 |
| **December** | |
| Winter Semester Residence Fees Due | Monday, December 1, 2025 |
| Last day of Credit Classes | Tuesday, December 9, 2025 |
| Exams for Credit Classes begin | Thursday, December 11, 2025 |
| Exams for Credit Classes end | Saturday, December 20, 2025 |
| Holiday Break (College Closed) | Wednesday, December 24-31, 2025 |

| January | |
|---|---|
| New Year's Day (College Closed) | Thursday, January 1, 2026 |
| College Open | Friday, January 2, 2026 |
| Credit Classes Begin | Tuesday, January 6, 2026 |
| Add Deadline | Monday, January 12, 2026 |
| Drop Deadline | Monday, January 19, 2026 |
| Last day to pay tuition and fees for Winter semester | Monday, January 19, 2026 |
| **February** | |
| Family Day (College Closed) | Monday, February 16, 2026 |
| Student Study Break Begins (No Classes) | Tuesday, February 17, 2026 |
| Student Study Break Ends (No Classes) | Friday, February 20, 2026 |
| **March** | |
| Withdrawal with "W" Grade deadline | Wednesday, March 25, 2026 |
| **April** | |
| Good Friday (College Closed) | Friday, April 3, 2026 |
| Easter Monday (College Closed) | Monday, April 6, 2026 |
| Last day of Credit Classes | Wednesday, April 15, 2026 |
| Exams for Credit Classes Begin | Friday, April 17, 2026 |
| Exams for Credit Classes End | Tuesday, April 28, 2026 |
| **May** | |
| Credit Classes Begin for Spring May & May/June Session | Friday, May 1, 2026 |
| Add Deadline for Spring May Session | Monday, May 4, 2026 |
| Drop Deadline for Spring May Session | Tuesday, May 5, 2026 |
| Last day to pay tuition and fees for Spring May & May/June Sessions | Tuesday, May 5, 2026 |
| Add Deadline for Spring May/June Session | Wednesday, May 6, 2026 |
| Drop Deadline for Spring May/June Session | Friday, May 8, 2026 |
| Victoria Day (College Closed) | Monday, May 18, 2026 |
| Withdrawal with "W" Grade deadline for Spring May Session | Monday, May 25, 2026 |
| Credit Classes End for Spring May Session | Friday, May 29, 2026 |
| **June** | |
| Credit Classes Begin for Spring June Session | Monday, June 2, 2025 |
| Add Deadline for Spring June Session | Tuesday, June 3, 2025 |
| Drop Deadline for Spring June Session | Wednesday, June 4, 2025 |
| Last day to pay tuition and fees for Spring June Session | Friday, June 6, 2025 |

| Convocation | Friday, June 13, 2025 |
|---|---|
| Withdrawal with "W" Grade deadline for Spring May/June Session | Tuesday, June 17, 2025 |
| Withdrawal with "W" Grade deadline for Spring June Session | Tuesday, June 24, 2025 |
| Credit Classes End for Spring May/June & June Sessions | Monday, June 30, 2025 |

# PROGRAM COORDINATION

Section:          Academic
No:               1.6
Effective Date:   August 1999
Revised:          September 2000
Approved by:      President

## GUIDELINE

Program Coordination may be accomplished through a variety of approaches. The approach, or combination of approaches chosen (coordinator, year leaders, program assistants, and team management) will be determined by the needs of the student, the program and nature of the program in relation to the other programs in the division.  Not all programs must have a coordinator.  It is felt that the Dean should take primary responsibility for one major program in the division.

## Role Description

A Program Coordinator is a faculty member who is selected according to the process outlined in the Faculty Association Collective Agreement - Article 1.6 and the Medicine Hat College Guideline 1.8.

> "A Program Coordinator is an Instructor who is also required to provide coordination services for a distinct program or group of programs.  Coordinators may be compensated by workload relief, an honorarium, professional development funds or some combination of the three, depending on the scope of their duties. The selection of the Program Coordinator shall be done by the Dean in consultation with the division or area of concern.  The compensation recommended by the  Dean must be ratified by Deans Council and approved by  the Vice-President, Academic."

The role of the Program Coordinator is to provide academic leadership for a specific program, or group of related programs, within a specific College division. The Coordinator works with the  Dean, other Coordinators, and division staff to establish and implement program and divisional goals and objectives.  As part of the academic management team, the coordinators are expected to help develop common goals, a shared vision, and direction for the College in order to maintain program quality and ensure student success.  It is expected that all division faculty and staff will be active participants in ensuring that program and division goals and objectives are realized.

## Responsibilities

Program Coordinators will be responsible for the daily operations and academic leadership within the program(s) through consulting with and being consulted by the respective constituent groups (faculty, staff, students, administration, public/profession). Daily operations are those duties that ensure effective and efficient delivery of the program(s). Academic leadership will entail directing, acting as an advocate, and making suggestions for the development and modification of the academic program(s) for which they are responsible.

It is understood the scope of duties assigned to a Program Coordinator will depend on the nature of the program(s) and the administrative structure for the division. It is also understood that the Dean may utilize administrative assistants to perform certain functions in order to utilize the best use of College resources. As such, not all Program Coordinators will have the same roles or scope of responsibilities and be assigned the same program management hours.

The Program Coordinator provides academic leadership in the following four primary areas:

- Program Maintenance and Development
- Faculty Support and Development with the program
- Student Success
- Internal and External Liaison

## Program Maintenance and Development

Coordinators provide leadership in the form of planning, organizing, and coordinating including such activities as:

- Making recommendations regarding new program development;
- Making recommendations regarding curriculum development and maintenance within the program;
- Ensuring that the articulation agreements with the transfer institutions, including the Alberta Transfer Guide, are properly maintained;
- Incorporating program review into program planning activities, including the gathering of appropriate statistical information and preparing reports for the government or funding agencies as required;
- Making recommendations regarding workloads, budget, and time-tabling;
- Collaborating with coordinators in other programs in order to effectively share College resources;
- Collaborating with other institutions in joint ventures;
- Coordinating the preparation and submission of course outlines for the Dean, Vice-President, Student and College Services and the Vice-President, Academic;
- Ensuring that supplies and inventory for the program are properly maintained and secured;

- Ensuring that program texts and teaching materials are ordered by the College Bookstore.

## Faculty Support and Development

Coordinators provide leadership and support through the facilitation of such activities as:

- Acting as the advocate for the program and to be the liaison between the faculty and the Dean in relation to the program;
- Participating in the recruitment, interviewing, hiring and orientation of new faculty;
- Mentoring new faculty;
- May play a role in part-time faculty evaluations;
- Communicating with the program faculty and staff;
- Facilitating innovation, creativity, and teaching excellence;
- Facilitating team building;
- Supporting faculty and program professional activities.

## Student Success

Coordinators provide leadership, in cooperation with Student Services, for promoting student development and success.  Such activities will include:

- Participating in student orientation and graduation activities;
- Participating in developing and implementing recruitment/retention strategies;
- Handling student concerns related to curriculum, program and career planning;
- Providing consultation regarding student appeals;
- Providing input into academic awards and scholarships;
- Where applicable, participating in the selection and admission of students;
- Recommending program admission and graduation standards;
- Participating in the assignment of transfer credits and application for advanced standing (prior learning assessment);
- Assisting Student Services with student placement;
- Monitoring student performance in the program.

## Criteria and Weighting for Release Time

The criteria to be used by the Dean in the calculation of administrative Program Management hours will include the following:

- Number of full and part-time faculty in program(s);
- Number of student seats (FLEs) filled in program(s);
- Number of distinct programs or program streams;

- Whether or not a terminal program or transfer program (i.e. existence of advisory committees, work experience, alternate delivery options);
- Complexities of program (i.e. 2+2 agreements, involvement in student selection such as interviews, major curriculum revision).

It is understood that some discretion may be needed when assigning Program Management hours.  Not all Program Coordinators will be assigned all of the duties as described in the Roles and Responsibilities.  The maximum number of points that may be assigned will be 100 and this will equate to 50% of the minimum hours of the workload range.

The schedule for assigning the points is as follows:

- **Number of Additional FLE Faculty in Program(s)      25 points**

- To achieve maximum points, the number of FLE faculty should be 10, and pro-rated accordingly to the 25-point maximum.

- **Number of FLE Students in the Program(s)      30 points**

- To achieve the maximum number of points, the number of FLE students (normally as taken from the CIS count for the previous year) should be 200, and pro-rated accordingly.

- **The Nature of the Program(s)      20 points**

- Terminal diploma or certificate programs will involve the use of advisory committees and often work experience options.  The curriculum will need to be constantly revised as a result of business and industry recommendations and therefore tend to be more complex to administer.  Program Coordinators in these programs normally sit on Provincial Advisory Committees.  The maximum number of points that may be obtained is 20.

- University Transfer                                                      up to 3 points
- Certificate                                                              up to 5 points
- Two Year Diploma                                                        up to 10 points
- Three Year Diploma/Applied Degree/University Degree     up to 15 points
- Distance/Alternate Delivery                                            up to 5 points

- **Program Complexity      25 points**

- Major curriculum revision or implementation                  up to 5 points
- Active involvement with Student Services
  in Student Selection                                                    up to 5 points
- Membership on Provincial or National Committees
  related to program                                                      up to 5 points

- Practica (unless hours assigned to faculty through
  course hours                                                                    up to 5 points
- Rapid technological advancements                                   up to 5 points
- Collaborative program requiring shared decision
  making                                                                              up to 5 points
- Brooks Campus program responsibilities                        up to 5 points
- Special short-term, cost-recovery projects                     up to 5 points

**University Transfer**

The maximum number of hours that a Program Coordinator may be assigned for a University Transfer program is 84 hours.

**Internal and External Liaison**

Coordinators provide leadership in the advocacy and liaison of College programs with bodies internal and external to Medicine Hat College.

Internal duties include:

- Consulting with other College Program Coordinators and service areas;
- Coordinating program communication within the program and division;
- Facilitating program faculty participation on College committees;
- Acting as the program spokesperson on academic matters;
- Assisting with the preparation of brochures and descriptive information for the program;
- Preparing changes for the College Calendar.

External duties include:

- Being the College contact person for consultation with relevant regulatory and professional associations;
- Acting as the College liaison person with the Program Advisory Committee;
- Acting as the College liaison person with practicum/field placement agencies;
- Being the contact person for consultation with other educational institutions regarding transfer issues;
- Conferring with local, provincial, and national organizations to promote the program and to achieve recognition of the program.

**Appointment**

Program Coordinators will normally be appointed for a term of two years.  The term may be extended for an additional term subject to a satisfactory performance appraisal.  Program Coordinators are faculty and, as such, the majority of their duties should be in direct instruction.  As such, the maximum Program Management hours assigned will be 50% of the minimum of the workload range for the program.  Workloads will be assigned in accordance with

the College guidelines (average range over two years) by subtracting the Program Management hours from the minimum of the workload range.

The amount of Program Management hours will be dependent upon the number of students served, the number of faculty in the program, complexity of the program and whether or not the program is a terminal certificate or diploma. The Dean is responsible for the delegation of duties and may or may not choose to appoint a coordinator, depending on the needs of the program and whether or not the functions can be better addressed by the use of an assistant or spreading the coordination hours among team leaders.

The Dean and Coordinator will establish performance goals and objectives prior to the beginning of the academic year. Only in special circumstances will an honorarium (maximum of $1000) be paid in lieu of assigning hours for Program Management.

The compensation (Program Management hours, honorarium, and/or professional development funds) recommended by the Dean must be ratified by Deans' Council and approved by the Vice-President, Academic.

| Roles and Responsibilities for Program Coordinators and Academic Chairs | | |
|---|---|---|
| | **Program Coordinators** | **Academic Chairs** |
| **Overarching Role** | The Program Coordinator is a faculty member who is responsible for ensuring quality curriculum within one or more programs, aligned with the overall vision, strategy, and parameters set by the Dean. | The Academic Chair is a faculty member who is responsible for day-to-day operations of one or more program areas, aligned with the overall vision, strategy, parameters, and program resource allocations set by the Dean.<br><br>The Academic Chair is a vital communication channel between faculty, Coordinators, and the Dean.<br><br>The Academic Chair is a position with increased responsibilities and expectations. Both workload reassignment and a stiped are provided to recognize the increased responsibility, expectations, and importance of the position. |
| **Faculty Hiring/ Onboarding** | In collaboration with the Dean and Academic Chair, participate as a hiring committee member for full-time and part-time faculty.<br><br>Assist Administrative Assistant and Academic Chair for onboarding and mentoring new faculty. | Participate as a hiring committee member for full-time faculty.<br><br>Hire part-time faculty, including convening a hiring committee and preparing the job posting.<br><br>Responsible for the onboarding of new faculty members, including but not limited to assigning workload; coaching and mentoring to promote teaching excellence and/or disciplinary knowledge; providing guidance on professional development. Program-specific onboarding activities can be delegated to Coordinators as appropriate. |
| **Program Quality Assurance** | Lead program quality assurance, inclusive of program maintenance, annual Program Review, and accreditation.<br><br>Communicate and meet regularly with program faculty.<br><br>Communicate with the Admissions, Transfer & Transcripts Coordinator about relevant program changes, additions, or deletions that are required to maintain transfer agreements.<br><br>Attend (or designate) appropriate Alberta Council on Admissions and Transfer (ACAT) articulation meetings. | Support Coordinators with program quality assurance (or lead in the absence of Coordinator).<br><br>Engage in peer observation of instruction, as requested by faculty members.<br><br>Communicate and meet regularly with Coordinators and chair program meeting as required.<br><br>Attend (or delegate) provincial and national meetings, and certification boards as required. |

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| | Liaise with external stakeholders, regulatory bodies, and professional associations as appropriate to maintain program quality.<br><br>Collaborate with Academic Chairs on potential degree completion agreements (including 2+2). | |
| **Workload** | Provide input and recommendations for workload course assignment of program faculty to the Academic Chair. | Establish and maintain workload course assignment for faculty members within budgetary parameters set by the Dean in alignment with the overall objectives of the School. Propose additions/deletions of sections to Dean. |
| **Course Scheduling** | Confirm course scheduling with instructors, scheduling administrator, and other program areas (if applicable). | Review Course Outlines and send to Dean for approval. |
| **Course/Program Changes** | Lead program and course changes and send necessary documentation to the Academic Chair for review.<br><br>Review and approve Course Substitution Forms completed by faculty members. | Review and approve program and course changes submitted by Coordinators, with no budgetary implications. |
| **Budget** | Identify and present program budgetary needs and rationale to the Academic Chair. Monitor program budget expenses. Purchase within set parameters as required. | Actively and collaboratively participate in the annual budget process with the Dean. This includes accurately assessing and presenting program budgetary needs and rationale. |
| **Program Development** | Work with Academic Chair to complete New Program Concept Form* (credit programs). While the Chair and Coordinator will work collaboratively to complete form, input will come from many sources (internally and externally).<br><br>* New Form will be launched Fall 2023. | Work with Coordinator to complete New Program Concept Form* (credit programs). While the Chair is responsible for form completion, input will come from many sources (internally and externally).<br><br>* New Form will be launched Fall 2023. |
| **Faculty Support** | Ongoing mentorship for new and part-time faculty members.  Support all faculty in managing academic integrity issues.<br><br>Support faculty in the consistent application of MHC policies and procedures. Direct faculty to appropriate college departments. | Ongoing mentorship and coaching for faculty members.<br><br>Actively participate in the Instructor Teaching Support Sessions (formerly ISW) |

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| | Coordination of activity with Lab Aides (as appropriate and applicable). | |
| **Student Support** | Support students through program advising, student orientations, assisting the coordination of practicums/clinical placements, and advising on institutional resources.<br><br>Collaborate with Academic Advisor to achieve the best outcomes for students.<br><br>Verify graduation applications for Dean approval. | Manage student issues including the informal grade appeal process and academic integrity issues as noted in the Academic Calendar.<br>*excluding faculty performance-related issues.* |
| **Recruitment** | Coordinate the program's participation in MHC events such as Open House and New Student Orientation.<br><br>Communicate and participate with institutional departments to support student recruitment and retention activities, as required. | Support Coordinators in their student recruitment and retention activity. |
| **Professional Development, Research, and Scholarly Activity** | Communicate faculty professional development, research, and scholarly activity to the Academic Chair for dissemination, reporting (as applicable), and celebration. | Support faculty in the development and support them in the execution of their Professional Development and Research & Scholarly Activity plans (short and long term). |
| **Program Advisory Committees (PAC) and Local Advisory Committees (LAC)** | Actively participate on the PAC or LAC including scheduling meetings and preparing agendas in collaboration with the PAC/LAC Chair. Connect PAC/LAC outcomes to program quality assurance. | Participate as a member of the PAC or LAC; support Coordinator in the execution of their responsibilities. |
| | Other roles and responsibilities related to ensuring quality curriculum within one or more programs, aligned with the parameters and direction set by the Dean. | Other roles and responsibilities as required for day-to-day operations and to maintain alignment with the parameters and program resource allocations set by the Dean for the program areas. |

*October 2023*