



MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Friday, November 28, 2025

1:00 PM – 3:00 PM

MS Teams

AGENDA

1. **CALL TO ORDER** — Shannon Wagner
 - a. Territorial Acknowledgment
 - b. Welcome new members
 - i. Liesel Knaack, Vice-Provost, Open, Learning, Teaching and Innovation (Officer of the University, appointed by the President)

Page 1 2. **ADOPTION OF AGENDA**

Page 3 3. **APPROVAL OF MINUTES**

- a. Minutes of April 23, 2025

Page 4 4. **BUSINESS ARISING FROM THE MINUTES**

- a. Proposed revisions to Guidelines for Admission Requirements/Prerequisites of Open Learning Courses/Programs document (Update) — Shannon Wagner
- b. ENGL 1101 (For Decision) — David Cormier
[Course equivalents](#)

5. **REPORTS OF OFFICERS**
 - a. Provost and Vice-President Academic (Information) — Shannon Wagner
 - i. Budget
 - ii. Very low enrolment programs

6. **OPEN LEARNING PROGRAMS/COURSES**
 - a. PCOL Report (Information) – David Cormier
 - i. OL Budget modelling

7. NEXT MEETING DATE

- a. The next PCOL meeting is scheduled to be held on April 28, 2026, 1:30-3:30pm, by Teams.

8. TERMINATION OF MEETING



MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Wednesday, April 23, 2025

1:30 PM – 3:30 PM

MS Teams

MINUTES

Present: Gillian Balfour (Chair), Greg Anderson, David Cormier, Yasmin Dean, Kaitlyn Diamond, Katia Dilkina, Brian Lamb, Michelle Lamberson, Grant Potter, Amy Tucker

Regrets: Titi Kunkel, Julie Longo, John Sparks

Executive and Others Present: Noah Arney (Policy Specialist), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

1. CALL TO ORDER

G. Balfour, Chair of PCOL, called the meeting to order at 1:30pm.

a. Territorial Acknowledgment

G. Balfour delivered the territorial acknowledgment.

b. Welcome new members

G. Balfour welcomed the following new members, who introduced themselves:

- i. David Cormier, Interim Director, Curriculum Development and Delivery
- ii. Grant Potter, e-Learning Coordinator, UNBC

2. ADOPTION OF AGENDA

G. Balfour noted that, rather than being considered for decision, as was noted on the agenda, item 5.b. (Proposed revisions to Guidelines for Admission Requirements/Prerequisites of Open Learning Courses/Programs document) was a

presentation. She added the matter would be coming back to PCOL for decision at its next meeting in November.

*On motion duly made and adopted, it was **RESOLVED** that the agenda be adopted as amended.*

3. APPROVAL OF MINUTES

a. Minutes of November 6, 2024

G. Balfour spoke to a matter in the minutes of November 6, 2024, namely ENGL 1101. She indicated that it would need to be addressed at the next meeting of PCOL because there was no update available at this time.

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the PCOL meeting of November 26, 2024 be approved as circulated.*

4. REPORTS OF OFFICERS

a. Provost and Vice-President Academic

G. Balfour delivered her report.

i. Leadership updates

G. Balfour updated PCOL members regarding leadership changes in several positions.

5. BUSINESS

a. Election of Vice-Chair of PCOL

G. Balfour invited expressions of interest for the position of vice-chair of PCOL.
D. Cormier offered to stand for the position.

*On motion duly made and adopted, it was **RESOLVED** that D. Cormier be appointed as vice-chair of PCOL.*

b. Proposed revisions to Guidelines for Admission Requirements/Prerequisites of Open Learning Courses/Programs document

G. Balfour invited Noah Arney to present on this agenda item, which he did.
Discussion ensued.

6. OPEN LEARNING PROGRAMS/COURSES

a. PCOL Report

D. Cormier presented his report, providing updates on enrolment and TRUly Flexible.

b. Report to PCOL from the Educational Programs Committee

i. PSYC 4281

G. Balfour presented this agenda item. Discussion ensued.

*On motion duly made and adopted, it was **RESOLVED** that PCOL approve the new course, PSYC 4281, including the prerequisites.*

c. Abeyance of Open Learning certificate programs

G. Balfour informed Council members of the abeyance of the following open learning certificate programs:

- i. Interprofessional Mental Health Practice certificate
- ii. Interprofessional Substance Use Practice certificate
- iii. Seniors Living Management certificate

7. NEXT MEETING DATE

- a. The next PCOL meeting is scheduled to be held on November 19, 2025, 1:30-3:30pm, by Teams.

8. TERMINATION OF MEETING

As there were no further agenda items, the meeting terminated at 3:10pm.

agenda item for PCOL

EPC <EPC@tru.ca>

Thu 5/30/2024 2:37 PM

To:Secretariat <secretariat@tru.ca>

Cc:Paul Martin <pamartin@tru.ca>;Shannon Smyrl <Ssmyrl@tru.ca>

Hello Charlene and Lynda,

Please be advised that ENGL 1101 was passed at EPC, but will need to go to PCOL because the proposed changes relate to pre-requisites, which are the purview of PCOL. I have cc'd Paul Martin (OL Director) and Shannon Smyrl (EPC chair) on this email, if you have any further questions. As I am unable to move the course proposal along in CNET to a PCOL queue, it will sit in the EPC queue until PCOL has met. Please notify me when it has passed PCOL and you have reported the item to Senate.

Warm regards,

Shelley Church
Curriculum Governance Officer
Thompson Rivers University
CT223-815 University Drive
Kamloops, BC V2C 0C8
e EPC@tru.ca

Previous Report

Course Outline

English & Modern Languages

Faculty of Arts

ENGL 1101 - **3.00** - Academic

~~Introduction to University Writing (Inactive)~~

Rationale

~~To bring the calendar description and the learning outcomes into alignment with ENGL 1100~~

Calendar Description

Students explore the practices of reading and writing in scholarly contexts by investigating a chosen topic or issue. Students read, critically analyze, and synthesize information and ideas found in appropriate secondary sources and coming from a variety of disciplinary backgrounds. They also develop their abilities to communicate knowledge by composing in the genres and sub-genres of scholarly writing, including the incorporation of research and documentation while using a clear, persuasive, grammatically-correct style.

Credits/Hours

Course Has Variable Hours: No

Credits: 3.00

Lecture Hours: 0

Seminar Hours: 0

Lab Hours: 0

Other Hours: 0

Clarify:

Total Hours: 0

Delivery Methods: (Distance Learning)

Impact on Courses/Programs/Departments: none

Repeat Types: A - Once for credit (default)

Grading Methods: (S - Academic, Career Tech, UPrep)

Educational Objectives/Outcomes

1. Perform close critical readings, demonstrating comprehension of course texts.
2. Identify the rhetorical characteristics of scholarly writing.
3. Investigate a topic, using various research methods to identify secondary sources.
4. Assess, organize, and synthesize secondary sources, composing in the sub-genres of scholarly writing, e.g. summary, critical summary, research proposal.
5. Critically reflect on and articulate the complexities of a problem, underlying assumptions, and biases.
6. Compose analytical essays, using an articulate thesis, scholarly argument, and academic citations.

7. Write with proficiency at a university-level, grammatical style.
8. This course meets the Communication criteria. See attached foci tool demonstrating the match.

Prerequisites

Co-Requisites

Recommended Requisites

~~English Studies 12/English First Peoples 12 with a minimum of 73% or equivalent~~

Exclusion Requisites

SFU ENGL 1999

~~ENGL 1100-Introduction to University Writing (Inactive)~~

Texts/Materials

Other

1. **Required** Computer with Internet is required for web-based version of this course. Refer to the TRU-OL website.
2. **Required** - All the learning materials for ENGL 1101 are provided to students. There is no need to purchase a textbook for this course.

Student Evaluation

The Course grade is based on the following course evaluations.

Summary (15.00%) Annotated Bibliography (15.00%) Critical Comparison (20.00%) Synthesis Essay (20.00%) Final Exam (30.00%)

Course Topics

Overview:

English 1101 introduces students to the practices of reading and writing in scholarly contexts. Focusing specifically on research genres, it addresses the conditions students encounter as readers at university, and the expectations they must meet as writers at university. Students should be prepared to read rigorous research articles from a variety of disciplines and to concentrate on developing their own ability to compose scholarly argument. Students will have the opportunity to develop their writing skills through a range of assignments and exercises that provide them with practice in academic writing.

ENGL 1101 - the online version of this course - aligns with the above overview for ENGL 1100, and, for consistent online delivery, will categorize topics into units and learning modules, according to the following structure:

Unit 1:

Critical Reading: develops skills in critical reading, annotation and summary; (e.g) developing reverse outlines of articles and arguments.

Writing Process: developing a process to move from the goal of writing to an effective written document; consideration of audience, goal and strategies for organization.

Unit 2:

Critical Thinking: move from one article on an idea to two, or three; begin to understand idea of academic conversation and taking a position within that conversation; developing a comparison argument.

Writing Effective Paragraphs and Sentences: structure and features of effective paragraphs; strategies for fixing common errors and stylistic weaknesses.

Unit 3:

Research: developing a research question; finding and evaluating sources; organizing multiple sources into categories.

Incorporating Research into Writing: using sources - quotations and paraphrase; documentation styles.

Unit 4:

Synthesis: skills in developing coherent synthesis; patterns of organization; developing details, evidence and support; balancing and evaluating information.

Editing Strategies: develop a core editing process.

Methods for Prior Learning Assessment and Recognition

As per TRU Policy

Last Action Taken

Implement by Submission Preview Subcommittee Chair Shelley Church

Current Date: 21-Oct-24

Current Report

Course Outline

English & Modern Languages
[Literatures, Languages, and Performing Arts](#)

Faculty of Arts

ENGL 1101 - **3.00** - Academic

[Introduction to University Writing](#)

Rationale

[To bring the prerequisites for this course into alignment with ENGL 1100](#)

Calendar Description

Students explore the practices of reading and writing in scholarly contexts by investigating a chosen topic or issue. Students read, critically analyze, and synthesize information and ideas found in appropriate secondary sources and coming from a variety of disciplinary backgrounds. They also develop their abilities to communicate knowledge by composing in the genres and sub-genres of scholarly writing, including the incorporation of research and documentation while using a clear, persuasive, grammatically-correct style.

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1. Perform close critical readings, demonstrating comprehension of course texts.
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Current Date: 21-Oct-24