THOMPSON RIVERS UNIVERSITY

MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

9 December, 2015

Time: 10:00 am - noon	A G E N D A	Place: OL 127

PRESENT:
Christine Bovis-Cnossen (TRU)
Gordon Tarzwell (TRU)
Christine Adam (TRU)
Tom Dickinson (TRU)
John Sparks (TRU)
Monica Sanchez (TRU)
Brian Lamb (TRU)
Michelle Seibel (TRU) (teleconference)
Don Stanley (TRU) (teleconference)
Michelle Lamberson (UBC) (videoconference)

REGRETS:
Irwin DeVries (TRU)
Matthew Sympovsky (TRU Alumni)
Kylie Thomas (NVIT)
Kathy Denton (Douglas College)
Jani Aragon (University of Victoria)
John Patterson (TRU)

GUESTS:
Aniljit Uppal (TRU)
Valerie Peachey (TRU)
Sarah Langlois (TRU)
Gloria Ramirez (TRU)
Cindy Piwowar (TRU)
Naomi Cloutier (TRU)
Dave Sheets (TRU)
Donna Petri (TRU)

1. PRELIMINARY ITEMS

a. Call to Order
The meeting was called to order at 10:02 am.

b. Adoption of Agenda
On motion duly made and adopted, it was RESOLVED to adopt the agenda as presented.

c. Adoption of Minutes – 2 June, 2015 📎
On motion duly made and adopted, it was RESOLVED to approve the minutes of 2 June, 2015 as circulated.

2. BUSINESS ARISING FROM MINUTES

a. Decline in Consortium enrolments – Naomi Cloutier, Associate Director, Curriculum Development
On November 19 and 20, 2015, Gordon Tarzwell, Interim Vice-Provost Open Learning, Don Poirier, Senior Director, Partnerships and Bert Annear, Associate Registrar, met with staff at the University of British Columbia, and the University of Victoria. A meeting with Simon Fraser University will be scheduled in the New Year. The purpose of the meetings is to discuss roles and issues with the Consortium partners, and to potentially reinvigorate the original intent of the partnership. It was agreed further discussion is needed to explore the role of the Consortium, mutual benefits, streamlining of processes, etc. Of interest is the development of a formal agreement (the current agreement is an informal arrangement, and is outdated). It was suggested it would be useful to include BCCAT in those conversations, as there may be interesting synergies.

b. Retention analysis – A. Uppal, Acting Director, Planning, Budget & Effectiveness
It was discussed that the completion rates were a more relevant indicator of student success, rather than retention rates, for the following reasons.

Even though retention is the term traditionally used, OL has difficulty using that terminology as most of our students are course-takers. OL could concentrate on program students, but these students may take courses from other institutions. Also, many students do not sign up for a program until late in their studies – they complete most or all of the courses, and then apply to the program, and then immediately apply to graduate. So, for OL, using the traditional definition of retention is not very helpful, and a completion rate analysis is more meaningful.

A. Uppal reported that there were different types of, and timelines for, withdrawals.

Formal withdrawal timelines for paced courses was the end of 7 weeks and for self-paced, independent study, students could withdraw up to the end of the 13th week.

The Institutional withdrawals category consisted of students that had not completed any coursework (assignments and final exam) by the course completion date and had not submitted a withdrawal request within 13 weeks of the course start date. Such students were considered not to have started the course.

A DNC (Did not complete) implied that the student did not withdraw and had completed some but not all of the mandatory coursework.

The last category, NCG (No Credit Granted) was used for competency based courses to indicate that the course or program standard had not been met.

The course completion rates (Successful completion rates – SCRs) were presented, as attached, for all enrolments as well as for enrolments net of withdrawals. It was noted that the completion rates trend was flat over the last 7 years.

A Uppal clarified that while the overall trend for completion rates was flat, the SCRs within different course levels varied significantly. The SCRs ranged from a high of 90% for the graduate courses to a low of 58% for the ABE courses. The SCRs were a little lower (47%) if we moved from the Web & Online courses to the Print courses.

T. Dickinson enquired if there is a comparative we can use with different institutions. C. Bovis-Cnossen volunteered to look at data from the University of Highlands & Islands in the UK.

c. **Head count – A. Uppal, Director, Planning, Budget & Effectiveness**
At the last PCOL meeting in June 2015, it was reported that the head counts had not grown for the 2014-15 year and there was in fact a small decline of 0.64% during this period. A. Uppal reported that head counts had started growing again and the growth for the first 6 months of this fiscal was 4.57%. Based on the information for September to November, it was felt that the head count growth would continue for the balance of the fiscal.

Some of the reasons contributing towards the head count growth included:
- The creation of courses based on market research confirming the demand.
- A change in the marketing strategy with a shift towards increasing the promotion of programs as compared to the promotion of brand awareness.
- The development of graduate programs and the success of the MBA program.

Action:
- OL will provide a snapshot of the annual enrolment and head count growth at the June 2016 meeting.
- The snapshots for the December meetings would include comparisons of the current year to date (April to September) time frame as well as for the prior fiscal year.
- The completion rates information (SCRs) is to be presented on an ongoing basis.

3. <u>**REPORT OF OFFICERS**</u>

a. **Provost and Vice-President, Academic**
The search for the new Associate Vice President, Open Learning is continuing. The hiring committee met last week reviewed the applications, and shortlisted to a reasonable number for the Geldart Group to do first stage telephone interviews. The committee will meet again next week to decide on 3 candidates to bring to campus for interviews in January 2016. There will be public lecture (topic to be determined), and candidates will meet various stakeholders. Applications were received from all across the world, and there are a number of very interesting candidates.

The TRU Board of Governors' retreat is taking place in January 2016, and one agenda item is the Tri Cameral system which differentiates us from other institutions in Canada.

M. Lamberson reminded PCOL to emphasize the value of open education wherever possible, because that tends to get lost as different ways to a run campus-based institution are explored. OL students come in under different approaches than campus students, and often

have different kinds of career trajectories and desires, and we need to be able to represent that unique student body.

b. Vice-Provost, Open Learning
PCOL has not had a student representative for the last few meetings, but an election will be called in the New Year and hopefully the position will be filled then.

C. Bovis-Cnossen thanked all members of the Planning Council for all their hard work, especially those who come from afar, and their advocacy for open education.

4. OPEN LEARNING PROGRAMS/COURSES

NEW PROGRAMS – FOR APPROVAL

a. **Graduate Certificate in Educational Studies**

Admissions Requirements
Applicants will be expected to meet the following criteria:
- Four-year undergraduate degree from an accredited institution
- Minimum GPA of 2.5 on a 4.33 point scale
- IELTS of 6.0 (no bands below 5.5 or equivalent)
- Letter of intent (not required for non-program students taking courses)
- Three letters from professional or academic referees (not required for non-program students taking courses)

Residency Requirements
- A minimum of 50% TRU credits (distance or on campus)
- PLAR cannot be used to meet residency requirements

Residency is consistent with the residency requirement for the Graduate Certiicate in Business Studies, and also with the residency requirements for the Masters of Business Administration. The program comprises 3 courses, so 50% residency means 2 of the 3 courses have to be taken with Open Learning. PLAR is allowed, but it cannot be used to meet residency requirements. At the undergraduate level, PLAR always counts for residency, but at the graduate level, it does not. That decision was made by PCOL and is reviewed annually.

On motion duly made and adopted, it was RESOLVED to approve the admission and residency requirements for the Graduate Certificate in Educational Studies.

b. **Masters of Education**

Admission Requirements
- Applicants must be graduates of a four-year baccalaureate degree or equivalent
- Minimum GPA of 3.00 on a scale of 4.33.
- IELTS of 6.5 (no bands below 6.5 or equivalent)
- Personal resume ** (PCOL amended this to: Personal resume not required for non-program students taking courses)

- Non-program students will not be allowed to register for the Capstone, Research Design, Thesis course or project. After this, if they want to continue, they need to apply to be considered for the program.
  At this point they need to submit:
- A letter of intent (not required for non-program students taking courses)
- Two letters of reference

Residency Requirements
- 50% residency required
- PLAR cannot be used to meet residency or thesis requirements

**After discussion, it was agreed that a personal resume would not be required for non-program students taking courses.

On motion duly made and adopted, it was RESOLVED to approve the admission and residency requirements for the Masters of Education as amended.

NEW COURSES – FOR APPROVAL

Graduate Certificate in Educational Studies (GCES) Courses

a. EDUC 5001 Learning about Learning
   Pre-requisites: Meets the admission requirements to the TRU GCES Level I or GCES Level II

b. EDUC 5XX1 Writing in a Graduate Context
   Pre-requisites: Meets the admission requirements to the TRU GCES Level I or GCES Level II

c. EDUC 5601 Research Institute: Language, Culture, and Community
   Pre-requisites: Meets the admission requirements to the TRU GCES Level I or GCES Level II

On motion duly made and adopted, it was RESOLVED to approve the admission requirements for the above courses.

Master of Education Courses

a. EDUC 5021 Philosophy and History of Education
   Pre-requisites: Meets the admission requirements to the TRU M.Ed. Program

b. EDUC 5041 Diversity: Constructing Social Realities
   Pre-requisites: Meets the admission requirements to the TRU M.Ed. Program

c. EDUC 5441 Understanding and Managing Conflict
   Pre-requisites: Meets the admission requirements to the TRU M.Ed. program

d. EDUC 5421 Legal Issues in Education
   Pre-requisites: Meets the admission requirements to the TRU M.Ed. program

e. EDUC 5401 Principles and Processes of Educational Leadership
   Pre-requisites: Meets the admission requirements to the TRU M.Ed. program

f. EDUC 5461 Educational Management
    Pre-requisites: Meets the admission requirements to the TRU M.Ed. program

g. EDUC 5991 Special Topics
    Pre-requisites: Meets the admission requirements to the TRU M.Ed. program

h. EDUC 5591 Ethics in Counselling
    Pre-requisites: Meets the admission requirements to the TRU M.Ed. program in Counselling

i. EDUC 5031 Curriculum, Teaching, and Learning
    Pre-requisites: Meets the admission requirements to the TRU M.Ed. program

j. EDUC 5XX1 Inquiry Across the Curriculum
    Pre-requisites: Meets the admission requirements to the TRU M.Ed. program

k. EDUC 5XX1 Learning Through Play
    Pre-requisites: Meets the admission requirements to the TRU M.Ed. program

On motion duly made and adopted, it was RESOLVED to approve the admission requirements for the above courses.

NEW COURSES – FOR INFORMATION ONLY:
a. BLAW 3921 Employment Law
    Pre-requisites: BLAW 2911 and HRMN 2821 are recommended

b. HRMN 3831 Human Resource Planning and Staffing
    Pre-requisites: HRMN 2821 is recommended

c. HRMN 4831 Total Rewards
    Pre-requisites: HRMN 2821 is recommended

d. HRMN 4841 Organizational Learning, Training and Development
    Pre-requisites: HRMN 2821 is recommended

e. HRMN 4891 Selected Topics in Human Resource Management
    Pre-requisites: HRMN 3831 and HRMN 3841 are recommended

f. ORGB 3811 Organizational Theory and Design
    Pre-requisites: ORGB 2811 and CMNS 1290 are recommended

g. ANES 4003 Airway Management
    Pre-requisites: It is highly recommended that the student be a RRT, RN, MD or an equally qualified individual with at least one year of clinical experience prior to taking this course. A background as an AA, RRT, RN, MD or equivalent is strongly recommended. Taking this course does not imply admission to the Anesthesia Assistant program.

h. ANES 4005 Anesthesia Adjunct Equipment

Pre-requisites: It is highly recommended that the student be a RRT, RN, MD or an equally qualified individual with at least one year of clinical experience prior to taking this course. A background as an AA, RRT, RN, MD or equivalent is strongly recommended. Taking this course does not imply admission to the Anesthesia Assistant program.

i.   ANES 4061 Anesthesia Professional Skills
Pre-requisites: It is highly recommended that the student be a RRT, RN, MD or an equally qualified individual with at least one year of clinical experience prior to taking this course. A background as an AA, RRT, RN, MD or equivalent is strongly recommended. Taking this course does not imply admission to the Anesthesia Assistant program.

j.   ANES 4071 Research Skills for Anesthesia Assistants
Pre-requisites: It is highly recommended that the student be a RRT, RN, MD or an equally qualified individual with at least one year of clinical experience prior to taking this course. A background as an AA, RRT, RN, MD or equivalent is strongly recommended. Taking this course does not imply admission to the Anesthesia Assistant program.

COURSE CHANGES – ACTION REQUIRED:

ANES 4101 Clinical Anesthesia

Current pre-requisites:
ANES 4001, 4011, 4021, 4031 current ACLS certification and current enrolment in the Anesthesia Assistant program.

Proposed pre-requisites:
ANES 4001, ANES 4011, ANES 4021, ANES 4031, ANES 4003, ANES 4005, ANES 4061, ANES 4071, ** (PCOL added "current ACLS certification and current enrolment in the Anesthesia Assistant Program")

ANES 4101 is the clinical practicum, and we do not want students to take this course unless they have completed the prerequisite courses because of the health and safety of our students and clients.

** After discussion, PCOL amended the prerequisites by adding, "current ACLS certification and current enrolment in the Anesthesia Assistant Program".

On motion duly made and adopted, it was RESOLVED to approve the admission requirements as amended for ANES 4101.

PROGRAM CHANGES – ACTION REQUIRED:

a.   Health Care Assistant Certificate
Current Requirements track changes to Proposed Requirements
Admission Requirements
   - ~~The HCA Certificate program meets the requirements for registration with the BC Care Aid Registry.~~

- PLAR applies

Prior to being admitted to the program, applicants must meet the following:

Educational Requirements
- Successful completion of Grade 10 required; completion of Grade 11 strongly recommended
- Grade 10 English or equivalent required; Grade 11 English or equivalent is strongly recommended.
- English Competency Requirement for non-native English speakers as per the BC Care Aide Registry Requirements: See http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx A demonstrated ability to speak, read, comprehend and write English at a minimum Grade 10 level.
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- General Admission Requirements
- Ability to use the computer and Internet at a basic skill level.

Admission Recommendations
Volunteering or experience working with the elderly
Volunteering in a residential care facility, especially with seniors, is strongly recommended
Discussion with a home support worker

Additional Admission Requirements
Following formal program admission and prior to enrolment in lab or practice course:
- A Satisfactory and current Ccriminal Rrecord Ccheck (CRC) (see page 83). A clear CRC is a pre-practicum and pre-employment requirement of most agencies
- A signed `Health Status Declaration form: a signed form must be submitted
- Standard First Aid
- Red Cross Emergency First Aid with CPR Level C (or equivalent) or CPR-HCP Certificate within the last two years
- Up-to-date Immunization Record: required for the practice course
- Food Safe Certificate Level 1
- WHMIS Certificate

The prospective HCA student should be in good health with no back problems.

It is important that the prospective Health Care Assistant demonstrate a caring and interested attitude toward older adults and physically challenged persons and be willing to work with these clients and their families to encourage independence. Flexibility and maturity are desirable characteristics of a Health Care Assistant.

Residency Requirements
A minimum of 6 TRU credits (distance or on-campus), specifically HLTH 1155 (skills practicum) and 1301 (Practice Experience in Multi-level or Complex Care

After discussion, it was agreed to delete "(see page 83) from the description of admission requirements, as the page numbers may change.

On motion duly made and adopted, it was RESOLVED to approve the admission requirements as amended for the Health Care Assistant Certificate.

PROGRAM CHANGES – FOR INFORMATION PURPOSES ONLY:
a. Certificate in Information Technology
   Current
   Admissions Requirements
   Provincial Grade 12 Diploma or equivalent (additional prerequisites may be required for optional courses)

   Proposed
   Admission Requirements
   Provincial Grade 12 Diploma or equivalent is recommended

COURSE CLOSURES – FOR INFORMATION PURPOSES ONLY:
(these courses comprised programs that were closed and listed below)
   a. APEC 1611 Introduction to First Nation Taxation
   b. APEC 1621 Establishing First Nation Tax Rates and Expenditures
   c. APEC 1641 Administration: Tax Notices, Collecting and Enforcement
   d. APEC 1611 Introduction to First Nation Taxation
   e. APEC 1621 Establishing First Nation Tax Rates and Expenditures
   f. APEC 1641 Administration: Tax Notices, Collecting and Enforcement
   g. APEC 1651 Communications, Tax Payer Relations and Dispute Resolutions
   h. APEC 1661 Service Contracts and Joint Agreements
   i. APEC 1681 Capital Infrastructure and Debenture Financing
   j. APEC 2641 Residential and Commercial Development on First Nation Lands
   k. APEC 2651 Investment Facilitation on First Nation Lands

PROGRAM CLOSURES – FOR INFORMATION PURPOSES ONLY:

   a. Certificate in First Nation Taxation, Open Learning
   b. Certificate in First Nations Applied Economics, Open Learning

5. <u>INFORMATION</u>

   a. June 2015 PCOL report to Senate 🖉
      Note: all PCOL reports are available at website https://www.tru.ca/planningcouncil/reports.html

6. <u>ENROLMENTS</u>

   a. Enrolment Report – Vice-Provost, Open Learning

   OL's enrolment growth for the first 6 months of this fiscal (April to September 2015) had been very encouraging, with the only concern being with the decline in the consortium enrolments. The growth over the various categories was as follows:

   - FTEs   1.18%
   - Course Enrolments   5.03%
   - Headcounts   4.57%
   - ABE FTEs   34.1%
   - ABE Course Enrolments   34.11%

- ABE Headcounts   28.92%
- PLAR Headcounts   6.03%
- Consortium FTEs   (34.43%)
- Consortium Course Enrolments   (32.4%)
- Consortium Headcount   (28.95%)

Action:
- The enrolment report will be circulated with the agenda for future meetings.
- Jennifer Read, Director of OL Marketing & Communications, will be invited to the next meeting to give a short presentation on the demographics of OL students.

7. CORRESPONDENCE

a. None

8. CLOSING REMARKS

a. Next Meeting – tentative date: 6 June 2016. The OL Director of Marketing will be invited to do a presentation.

G. Tarzwell is retiring, and his last day at TRU is today. Dr. Bovis Cnossen thanked Dr. Tarzwell all his hard work on behalf of Open Learning. On motion duly made and adopted, it was RESOLVED to give a huge vote of thanks to G. Tarzwell for all he has done for OL, TRU and all his colleagues.

b. Adjournment – the meeting was adjourned at 11:56 am.