

MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

1 June, 2016

Time: 10:00 am - noon
127

A G E N D A

Place: OL

PRESENT:

Christine Bovis-Crossen (TRU)
Irwin DeVries (TRU)
Christine Wihak (TRU)
John Sparks (TRU)
Brian Lamb (TRU)
Airini (TRU)
Michelle Lamberson (UBC)
Don Stanley (TRU) (teleconference)

REGRETS:

Matthew Sympovsky (TRU Alumni)
Kylie Thomas (NVIT)
Kathy Denton (Douglas College)
Jani Aragon (University of Victoria)
John Patterson (TRU)
Michelle Seibel (TRU)
Tom Dickinson (TRU)

GUESTS:

Charlene Myers (TRU)
Dave Sheets (TRU)
Jennifer Read (TRU)
Cindy Piwowar (TRU)

Valerie Peachey (TRU)
Sarah Langlois (TRU)
Gloria Ramirez (TRU)
Naomi Cloutier (TRU)
Donna Petri (TRU)

1. PRELIMINARY ITEMS

a. Call to Order

The meeting was called to order at 10:01 am.

b. Adoption of Agenda

On motion duly made and adopted, it was RESOLVED to adopt the agenda with the following changes.

Agenda item 4b is removed for now as Nursing is not ready to proceed with Master of Nursing admission requirements. This agenda item will be resubmitted at a later date. Agenda item 5, PCOL report to Senate, is for approval not for information.

c. Adoption of Minutes – 9 December, 2015

On motion duly made and adopted, it was RESOLVED to approve the minutes of 9 December, 2015 as circulated.

2. BUSINESS ARISING FROM MINUTES

a. Demographics of Open Learning Students – J. Read, Director Marketing & Communications

J. Read discussed student demographics and 75% of OL students are over 24 years of age, adult learners. The average age is 31 years old, median age is 28.5 years, and modal age is 24 years. It was suggested that a histogram would visually demonstrate as well and that graphics could be added to the presentation. Females represent 65% of all enrolments. Male enrolments have been slightly increasing over the last 5 years. Student demographics includes those who have delayed their entry into Post-Secondary, transferred from other institutions, those who have dependents and are working full or part time.

M. Lamberson inquired what percentage of students are also taking campus courses. J. Read offered to research that data. She indicated that the same question is being asked on campus about how many students are also taking Open Learning courses.

83% of Open Learning students are from British Columbia of which half are from the lower mainland. Activity in the lower mainland right now includes consortium work. There is an uptick slightly in Alberta. The geographic breakdown however, hasn't changed much in the last five years. Typically, institutions that offer online learning find that their own students access it. 100% of Open Learning students are Canadian and less than 1% are international.

60% of our students are taking an average of 2 courses per year. 40% are program takers taking an average of 2.4 courses per year.

I. DeVries inquired whether these numbers have changed over the years. J. Read replied that the numbers have gone up. Programs have increased .2% whereas course takers have experienced a larger increase at 1.6%.

Students choose Open Learning for many reasons. They need career-related credentials to improve job prospects, to change careers or because they want the ability to earn and learn at the same time. Flexibility and access is paramount because of work and life responsibilities. Students benefit through accelerated progress through PLAR. Certificates and diplomas can be ladderred into degrees and transfer credit is possible.

OL enrolments peak at the same time as campus; September and January. There are major upticks at those times of year. May is also a considerable enrolment period. Advertising is focused on these timelines. The new CRM will provide a more robust communication process with OL students.

Airini inquired what the geographic breakdown of students looks like, for example rural vs urban and indigenous vs non-indigenous. J. Read replied that there are more urban students than rural and that further data can be provided. J. Read also indicated that her department doesn't currently have the data regarding indigenous vs. non-indigenous students. J. Read will find out this information and will circulate. First nations finance and taxation programs have been changing due to a lack of enrolments. Patrick Walton is looking into indigenous perceptions with regard to online learning. Open Learning is looking at how to strengthen the relationship with indigenous students. Many of the learning centres that provided support in the past are now closed. C. Bovis-Crossen indicated a need to build them back up again, for example in Lillooet, Clearwater, and Barriere.

M. Lamberson inquired if the uptick in overall enrolments is represented by students from Thompson Rivers University or other institutions. J. Read indicated that in many instances its students who find a course full elsewhere. There was a slight uptick in May concurrent with the promotion for summer school. There are more students in the 18-24 age range who are interested in summer classes.

Action:

- J. Read will provide her presentation for circulation with the minutes.
- J. Read will research the geographic breakdown of Open Learning students.
- J. Read will research what percentage of Open Learning students are also taking campus courses.

b. Consortium Update – Irwin DeVries, Associate Vice-President, Open Learning

The consortium update was circulated. At the previous PCOL it was indicated that there was a decline in OL consortium enrolments. This consortium has been in existence since 1984 to improve flexibility and access among universities in British Columbia. Open Learning was asked to oversee this consortium. Benefits included seats being set aside at SFU, UBC and UVIC for Open Learning students.

Participating institutions are finding several issues including lack of offerings and seats. Additionally, quality and consistency varied from institution to institution including operational issues, marks, appeals requests etc. The Consortium is now looking at the purpose and cost of continuing on. The implication for Open Learning is a decline in the provincial mandate to meet the educational needs of BC citizens.

Deans are trying to build consortium courses into their programs. Students are frustrated with a lack of courses to complete their programs. Consortium offerings are not solid anymore. G. Tarzwell, D. Poirier and B. Annear visited two institutions in an attempt to resuscitate the program. Agreements need refreshing and formalization. Simon Fraser University expressed an intent to withdraw from the consortium at the end of August due to operational overload. Open Learning has met with schools to nail down a transition plan that includes directed studies options. There is a longer term challenge however.

University of Victoria offers mostly continuing education courses. Discussions are under way but not yet clear what the University of Victoria's interests are. University of British Columbia has expressed the most interest in continuing with the Consortium and as such there are ongoing meetings with Jeff Miller.

D. Poirier has sent a draft proposed agreement to initiate discussions. The partnerships aren't working and I. DeVries wondered if there should be a higher level discussion with BC PAT, Canadian Virtual University, and/or BCCAT. These potential solution might, however, miss the continuing education programs.

Airini stated that individual programs need to find alternatives or make more courses. It's a pity that Simon Fraser University wants to remove itself from the Consortium. Both Simon Fraser University and UBC have flexible learning initiatives which would, in theory, support a re-establishment of the consortium.

M. Lamberson wondered if the University of Victoria and Simon Fraser University students were more program based. Are they mostly supporting nursing programs? University of British Columbia has a broader suite of courses, drawing from multiple programs. When the Consortium was first initiated, University of British Columbia only wanted 3rd and 4th year courses. Simon Fraser University's online numbers are the highest.

J. Sparks inquired that if it's not possible to find easy solutions for Simon Fraser University students, is it not Simon Fraser University's problem? If people begin you have to allow them to complete before withdrawing. I. DeVries indicated that students register with us and pay their money to us if they are in Simon Fraser University programs.

UBC implemented Access Studies in part to streamline registration for OU students. Students apply using a short form, register in the course and are placed in the online course directly. If they self-identify as OU/TRU students, they are provided with a transcript back to TRU without incurring additional fees.

c. Completion Rate Information – Irwin DeVries, Associate Vice-President, Open Learning

This was discussed at the last meeting. A summary was circulated to council members. Course completion includes withdrawals. Over the past four years, completion rates are just under 62%, however, we would like the numbers to increase. Western Governors University only accepts degree students and their completion rates are around 80%. Students enrol mostly in 2 year programs. They are pre-screened, and there is student support and ongoing coaching.

Airini inquired if it would be helpful to have the ordinal count. I. DeVries offered to look into this.

If program students have a higher completion rate, there appears to be a better overall story.

Airini agreed that with almost 80% of students being successful that Western Governor's University must have some promising practices in place. A more detailed study is necessary with more information.

Action:

- I. DeVries will put together a presentation that draws more out of the data. Full research may not be available by the next meeting but he can look at other specific research questions.
- Airini offered to work with I. DeVries on this. She indicated that it is important to understand who our students are and why they are taking Open Learning courses.

3. REPORT OF OFFICERS

a. Provost and Vice-President, Academic

An international search is again underway due to G. Tarzwell's retirement. Unfortunately, terms were not agreed upon with a preferred candidate to reach an appointment. As such, I. DeVries has agreed to continue in the role, with the ability to move ahead with changes to develop greater synergies between Open Learning and campus. The Provost is heartened by his recommendations to strengthen the institution and is looking forward to continuing the discussions. C. Bovis-Crossen extended her gratitude to Irwin for taking on the challenge for the next year.

Change in support for the Planning Council is intended to align with Thompson Rivers University tricameral system. In the past, PCOL has been ably supported by S. Jackson who has recently retired. PCOL will now be supported through the recently appointed, University secretariat. C. Myers brings a wealth of expertise to this role. All three governance bodies will be managed in one area. C. Bovis-Crossen extended thanks to C. Myers and R. Olds.

C. Bovis-Crossen thanked PCOL members for joining in on the Commission's visit. The draft report arrived last week and items were sent back for correction. Once a final report arrives it will be worked through. Thompson Rivers University received 5 recommendations and 4 commendations.

Recommendations centre largely on learning outcomes and general education. Ontario institutions have a condition that 30% of all degrees be comprised of breadth courses to provide a wide variety of for students. C. Bovis-Crossen would like to bring this back to PCOL and to figure out how to work with general studies. It was suggested that a mapping exercise to determine key areas in our general education would be helpful. Communication skills, literacy, and numeracy need to be considered in the future. Mission fulfillment needs to be considered as well and how our institution determines if the mission of the university has been met. All institutions struggle with this.

An unexpected recommendation pertained to dealing with offsite data storage. It is imperative to address how to deal with end of life data infrastructure. Susan Hendricks inquired as to what would happen if there was a massive forest fire and how would it impact Thompson Rivers University data. The university is relooking at plans to store data offsite, outside of this particular region.

Commendations include TRU response to truth and reconciliation recommendations, environmental sustainability, international education, and Open Learning and its

uniqueness within the system. C. Bovis-Crossen indicated how fortunate our campus is to have Open Learning.

C. Bovis-Crossen is heading to Washington on June 22, to stand before the commission. It is a process that will repeat every three years.

Quapaw, a quality assurance program, set up by the BC commission, would like to choose an Open Learning program for a future audit. Our institution would submit a list and Quak chooses the one they would like to audit. All publicly funded institutions will go through this process including special purpose universities.

Various sectors have raised various concerns about governance. It would be helpful once a year to have a three way discussion with the Board of Governors, Senate, and the Planning Council of Open Learning. There would be an agenda and a discussion so that other groups could understand what PCOL is about. This could be followed by a reception. It is common practice at other universities to include a joint meeting once a year.

Something to consider would be the chair. At other institutions it is jointly chaired. This would need to be discussed and agreed upon among the chairs of the three groups. A rotation of agenda items could occur between chairs. Senate is comprised of 44 members, PCOL of 17 members, and the Board of Governors has 15 members.

M. Lamberson queried what the agenda would be for such a meeting. Ensuring appropriate distance access would be vital. Livestreaming would be possible as PCOL, Board of Governors and Senate are all open to the public. It was queried if this committee and all committees should be livestreamed. For openness and transparency reasons it is important, certainly considering most of Open Learning colleagues are not on campus. This would make the meeting accessible to all.

J. Sparks indicated that this is a trend and that the cost is negligible. Airini suggested that minutes are the true record and wondered if the proposal is to tape and put the meeting up on YouTube or to livestream.

C. Bovis-Crossen asked the Council if they would like PCOL to try livestreaming with the proviso that it won't be recorded and posted.

I. DeVries made the motion to approve this suggestion. Airini provided a second. All in favour.

Livestreaming will be implemented for one meeting and then assessed. Accessibility is helpful for all. B. Lamb could make the meeting public through the Bluejeans network or staff could be brought in specifically to livestream events. It was asked how many streams the Bluejeans network can support. What costs would be associated with this? Hits should be tracked in the livestream pilot. If Senate and the Board of Governors agree to do this, they will go before PCOL.

b. Vice-Provost, Open Learning

Nothing to add.

4. OPEN LEARNING PROGRAMS/COURSES

Items for approval

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 Certificate 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.~~

- ~~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 Criminal Record Check (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. INFORMATION

- a. December 9 2015 PCOL report to Senate 
Note: all PCOL reports are available at website
<https://www.tru.ca/planningcouncil/reports.html>

The December report requires approval. I. DeVries made the motion to approve the December 9, 2015 PCOL Report to Senate. M. Lamberson provided a second. The motion was passed.

6. ENROLMENTS

- a. Enrolment Report – Associate Vice-President, 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 | 4.94% |
| • Course Enrolments | 6.87% |
| • Headcounts | 6.61% |
| • ABE FTEs | 7.79% |
| • ABE Course Enrolments | 7.44% |
| • ABE Headcounts | 1.11% |

- PLAR Headcounts 1.97%
- Consortium FTEs (24.98%)
- Consortium Course Enrolments (24.66%)
- Consortium Headcount (22.61%)

7. CORRESPONDENCE

- a. None

8. CLOSING REMARKS

- a. S. Jackson has indicated her intention to retire. C. Bovis-Crossen extends a sincere thank you for her tireless support of Open Learning, the Vice Provost and this committee. Best wishes for her future and retirement were offered and I. Devries indicated that he would pass on these sentiments to S. Jackson.
- b. B. Daly, Trades and Sciences, has indicated his intention to retire and he will be travelling on his bike around Europe. C. Bovis-Crossen wishes to thank him for all of his support as the first academic director who was responsible for Open learning at the Thompson Rivers University. Wishes for safe riding and a fantastic and fruitful retirement after many years of dedicated service were extended to him.
- c. Next Meeting – tentative date: 5 December 2016.
- d. Adjournment – the meeting was adjourned at 11:42 am.