



## MEETING OF THE PLANNING COUNCIL FOR OPEN LEARNING

Tuesday, December 5, 2017

9:30 – 11:30 AM

CN Boardroom, 3<sup>rd</sup> Floor, Clock Tower Building (Kamloops Campus)

### MINUTES

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#### **Present**

Christine Bovis-Crossen (Chair), Airini, Donald Poirier, Tom Dickinson, Daryl Drozda, Brian Lamb, Michelle Lamberson (by videoconference), John Patterson (by teleconference), John Sparks, Don Stanley (by teleconference), Peter Nunoda (by teleconference), Christine Wihak

#### **Regrets**

Janni Aragon, Lyn Baldwin, Kylie Thomas

#### **Executive and Others Present**

Donna Murnaghan (School of Nursing), Tracy Hoot (School of Nursing), Jennifer Murphy (Faculty of Education and Social Work), Tanya Pawliuk (Faculty of Education and Social Work), Tory Handford (Faculty of Education and Social Work), Naomi Cloutier (Open Learning), Kristen Hamilton (Integrated Planning and Effectiveness), Charlene Myers (Manager, University Governance)

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### 1. CALL TO ORDER

The Chair called the meeting to order at 9:30 a.m. and welcomed the following new Council members:

- i. Peter Nunoda, Vancouver Community College (Member of institutions under the College and Institute Act)
- ii. Donald Poirier, TRU Interim Associate Vice-President, Open Learning
- iii. Daryl Drozda, Open Learning Division Student

The Chair invited Council members to join her in recognizing the following departing Council members:

- i. Kathy Denton, Douglas College (Member of institutions under the College and Institute Act)
- ii. Irwin DeVries, TRU Interim Associate Vice-President, Open Learning
- iii. Jessica Gallinger, Open Learning Division Student
- iiii. Christine Wihak, additional member appointed by the President

## 2. ADOPTION OF AGENDA

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

## 3. APPROVAL OF MINUTES

### a. Minutes of June 1, 2017

*On Motion duly made and adopted, it was **RESOLVED** that the minutes of June 1, 2017 be approved as circulated.*

## 4. BUSINESS ARISING FROM MINUTES

### a. OL Enrolment Update – Typo Correction

A memorandum from D. Crespin-Mueller was circulated with the agenda package in which a response was provided to a question raised at the last meeting.

*On Motion duly made and adopted, it was **RESOLVED** that the revised OL Enrolment Update report be adopted as circulated.*

## 5. REPORTS OF OFFICERS

### a. Provost and Vice-President, Academic

#### i. Open Governance Initiative Update

The Provost noted that the agenda for the Annual Joint meeting between Senate, Board of Governors, and Planning Council for Open Learning was included with the agenda package.

#### ii. Accreditation Update

The Provost reported on the Northwest Commission on Colleges and Universities site evaluation that took place in October and on Ministry of Advanced Education degree quality assessment initiatives.

The Provost also reported that the search for a new Associate Vice-President, Open Learning was unsuccessful and that Donald Poirier had graciously agreed to serve in the interim. She thanked him and outlined next steps.

b. Interim Associate Vice-President, Open Learning

D. Poirier, Interim Associate Vice-President, Open Learning, reported on personnel changes in Open Learning and on the status of some special projects, including Zed Cred, OERu, and other initiatives being undertaken by Open Learning.

## 6. OPEN LEARNING PROGRAMS/COURSES

a. Course/Program Report

D. Poirier presented the report from the Program Market Analysis Committee (PMAC).

C. Myers circulated copies of the PMAC Report to PCOL dated April 24, 2017, as two items from that report had been postponed from previous meetings of PCOL. D. Murnaghan, Dean of the School of Nursing, was present to speak to the items.

With regard to proposed course revisions to HLTH 1351, D. Murnaghan indicated that the proposed prerequisites were "Admission to the program."

Dean Murnaghan also confirmed the program changes to the Health Care Assistant Certificate OL and indicated CurricUNET had already been updated to reflect the changes.

The following motions were approved in relation to the PMAC report dated April 24, 2017, and the final version of the report, incorporating approved revisions, is attached to these minutes as "APPENDIX I":

### COURSE REVISIONS

- 1) *On Motion duly made and adopted, it was **RESOLVED** that the **revision to HLTH 1351 Caring for Individuals Experiencing Cognitive or Mental Challenges** be approved as circulated.*

### PROGRAM CHANGES

- 2) *On Motion duly made and adopted, it was **RESOLVED** that the **program change to the Health Care Assistant Certificate OL** be approved as circulated.*

Items on the PMAC report dated December 5, 2017 were discussed. The following motions were approved in relation to the report. The final version of the report, reflecting approved revisions, is attached to these minutes as "APPENDIX II":

## **COURSE REVISIONS**

- 1) *On Motion duly made and adopted, it was **RESOLVED** that the **revision** to **CYMH 562 Mental Health Practice Skills for Adoption Facilitators** be approved as circulated.*

As representatives from the School of Nursing had departed the meeting, it was suggested that consideration of the proposed changes to HLTH 1153 Personal Care and Assistance Theory be postponed to a future meeting of PCOL.

- 2) *On Motion duly made and adopted, it was **RESOLVED** that **HLTH 1153 Personal Care and Assistance Theory** be **postponed** to a future meeting of PCOL.*

**Action:** C. Myers to add **HLTH 1153** to the next PCOL agenda and remind D. Poirier that it should be added to the next PMAC report.

Concern was expressed about the proposed changes to HUMS 1541, specifically that the changes, if approved, would decrease access to the course. Discussion ensued. It was suggested that all the HUMS courses be postponed to a future meeting of PCOL so that the issues discussed could be addressed. Advice was provided to the Program representatives in attendance, including that they provide a covering memo to explain the philosophy behind the proposed changes. Council members agreed to postpone the courses to a future meeting, and that a meeting should be held prior to the regularly-scheduled meeting of PCOL in June.

**Action:** C. Myers to add **HUMS courses** to the next PCOL agenda and remind D. Poirier that they should be added to the next PMAC report.

## **PROGRAM CHANGES**

T. Handford attended the meeting to speak to the proposed revisions to the Master of Education.

- 3) *On Motion duly made and adopted, it was **RESOLVED** that the **program changes** to the **Master of Education** be approved as circulated.*

## **7. ENROLMENTS**

### a. Enrolment Report

K. Hamilton presented the enrolment report, a copy of which had been circulated with the agenda package. Discussion ensued and she responded to questions.

## 8. NEW BUSINESS

- a. Planning Direction for Open Learning (new courses under development)

N. Cloutier delivered a presentation titled “Open Learning Curriculum Development Unit,” a copy of which had been circulated with the agenda package, and then responded to questions. The Chair suggested the presentation also be delivered to Provost’s Council.

- b. Annual update on the use of PLAR in graduate programs

C. Wihak spoke to her report on the use of PLAR in graduate programs, a copy of which had been circulated with the agenda package. The Chair thanked C. Wihak for her service to PCOL and wished her well in her retirement.

## 9. NEXT MEETING

As it had been agreed that a meeting of PCOL was required prior to June in order to address the HUMS courses that were postponed, the Chair suggested meeting in early March.

<b>Action:</b> C. Myers to confirm the date for the next meeting and provide it to Council members.
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## 10. ADJOURNMENT

There being no further business, the Chair declared the meeting adjourned at 11:30 a.m.

## PMAC REPORT TO PCOL April 24, 2017

### **NOTE:**

This is a final version of the report approved at the PCOL meeting of December 5, 2017.

### **COURSE REVISIONS – ACTION REQUIRED**

- a) HLTH 1351 Caring for Individuals Experiencing Cognitive or Mental Challenges

#### **Current prerequisites:**

- Admission to the Health Care Assistant Certificate program
- HLTH 1001-Health 2: Lifestyle and Choices with a minimum B- grade. May also be taken as a co-requisite
- HLTH 1011-Health and Healing: Concepts for Practice with a score of at least a B- grade with a minimum B- grade. May also be taken as a co-requisite.
- HLTH 1051-Health 1: Interpersonal Communications with a minimum B- grade. May also be taken as a co-requisite
- HLTH 1101-Health Care Assistant: Introduction to Practice with a minimum B- grade. May also be taken as a co-requisite
- HLTH 1153-Personal Care & Assistance Theory with a minimum B- grade. May also be taken as a co-requisite
- HLTH 1201-Healing 1: Caring for Individuals Experiencing Common Health challenges with minimum B- grade.

#### **Proposed prerequisites:**

- Admission to the program

### **PROGRAM CHANGES – ACTION REQUIRED**

- a) Health care Assistant Certificate OL

[http://www.curricunet.com/scripts/compare/compare\\_report.cfm?report\\_path=/TRU/reports/program\\_report\\_html.cfm&param=programs\\_id&p\\_new=668&p\\_old=656&type=1&school=TRU](http://www.curricunet.com/scripts/compare/compare_report.cfm?report_path=/TRU/reports/program_report_html.cfm&param=programs_id&p_new=668&p_old=656&type=1&school=TRU)

### **ADMISSION AND TRANSFER/RESIDENCY**

Educational Requirement:

1. Successful completion of Grade 10 required; completion of Grade 11 strongly recommended
2. Grade 10 English or equivalent required; Grade 11 English or equivalent strongly recommended.

3. English Language Competency for Non-native speakers of English (see attached file)

#### General Admission Requirements (Pre-program Admission)

- Ability to use the computer and Internet at a basic skill level.

#### Recommended Experience

- Volunteering or experience working with the elderly. The prospective student is strongly advised to volunteer in a residential care facility and to talk to a Home Support Worker before registering for the program.

#### Additional Requirements (following formal program admission and prior to enrolment in lab and practice courses):

- Satisfactory and current Criminal Record Check –A clear criminal record check is a pre-practicum and pre-employment requirement of most agencies.
- Health Status Declaration –signed form must be submitted.
- ~~Red Cross Emergency First Aid with CPR Level C (or equivalent) or CPR-HCP Certificate within the last two years~~
- Standard First Aid
- 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~~
- Food Safe Level 1
- WHMIS Certificate

It is suggested that the student should be in good physical health with NO back problems. It is important that the prospective

HCA 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, maturity and a sense of humour are very desirable. The prospective student is strongly advised to volunteer in a Continuing Care facility and to talk to a Home Support Worker before registering for the program.

### PMAC REPORT TO PCOL December 5, 2017

**NOTE:**

This is a final version of the report approved at the PCOL meeting of December 5, 2017.

#### **COURSE REVISIONS – ACTION REQUIRED**

a) CYMH 5621 – Mental Health Practice Skills for Adoption Facilitators

**Current prerequisites:**

- Approval by the Program Coordinator

**Proposed prerequisites:**

- Approval by the Program Coordinator and
- CYMH 5611 – Introduction to Adoption and Permanency Planning

#### **PROGRAM CHANGES – ACTION REQUIRED**

a) Master of Education

AF:

[http://www.curricunet.com/TRU/reports/program\\_comments.cfm?programs\\_id=732](http://www.curricunet.com/TRU/reports/program_comments.cfm?programs_id=732)

CC:

[http://www.curricunet.com/scripts/compare/compare\\_report.cfm?report\\_path=/TRU/reports/program\\_report\\_html.cfm&param=programs\\_id&p\\_new=732&p\\_old=400&ty\\_pe=1&school=TRU](http://www.curricunet.com/scripts/compare/compare_report.cfm?report_path=/TRU/reports/program_report_html.cfm&param=programs_id&p_new=732&p_old=400&ty_pe=1&school=TRU)

#### **ADMISSION AND TRANSFER/RESIDENCY**

~~The applicant must meet the University admission requirements and have a 4-year undergraduate degree or equivalent from an accredited institution. Applicants must submit an official transcript from each college or university attended showing all college level courses and degrees earned (a minimum GPA of 3.0 is required within the last 60 credits), two letters of recommendation, a minimum of two years' successful experience in an educational capacity, and a statement of interest in the program. International students with English as a second language must have iBT TOBFL minimum scores of 21 in Reading and Listening, 20 in Speaking and Writing and a minimum total score of 90.~~

- Four-year baccalaureate degree or equivalent, with a minimum B average (GPA of 3.00 on a scale of 4.33) in the last 60 credits. Applicants with a four-year



baccalaureate degree or equivalent who have a GPA below 3.00 (but not below 2.50) may take TRU's Graduate Certificate in Educational Studies to gain admission into the M.Ed. program.

- Applicants who did not complete their undergraduate degree from an English language university normally must have one of the following to enter the M.Ed. program:
  - a minimum TOEFL score of 570 with a TWE of 4.5 or higher (paper-based test).
  - a minimum TOEFL 230 with an Essay of 4.5 or higher (computer-based test).
  - a minimum TOEFL (IBT) 88 with no section below 20.
  - IELTS of at least 6.5 with no bands below 6.5.
  - CAEL of at least 70 with no subtest below 60.
  - Successful completion (or exemption) of TRU ESAL Level 5.
- Official copy of educational transcripts for all post-secondary education (in original language and a certified copy in English) or a letter of permission from the student's home institution.

Program organizers recognize that there are institutional processes and cultural differences that present barriers to some applicants in gaining equal access to programs. Given the commitment to diversity and to First Nations issues, two seats in the M.Ed. degree program will be reserved each intake for students from traditionally underserved groups, including individuals of Aboriginal ancestry.