THOMPSON RIVERS UNIVERSITY

MEETING OF THE
PLANNING COUNCIL FOR OPEN LEARNING

Wednesday, April 23, 2025
1:30 PM – 3:30 PM
MS Teams

AGENDA

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1. CALL TO ORDER — G. Balfour
a. Territorial Acknowledgment
b. Welcome new members (appointed by the President)
  i. David Cormier, Interim Director, Curriculum Development and Delivery
  ii. Grant Potter, e-Learning Coordinator, UNBC

2. ADOPTION OF AGENDA

3. APPROVAL OF MINUTES
a. Minutes of November 6, 2024

4. REPORTS OF OFFICERS
a. Provost and Vice-President Academic (Information) — Gillian Balfour
  i. Leadership updates

5. BUSINESS
a. Election of Vice-Chair of PCOL — Gillian Balfour
b. Proposed revisions to Guidelines for Admission Requirements/Prerequisites of Open Learning Courses/Programs document (For Decision) — Gillian Balfour / Noah Arney

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6. **OPEN LEARNING PROGRAMS/COURSES**
   a. PCOL Report (Information) – David Cormier
      i. Enrolment update (Presentation)
   b. Report to PCOL from the Educational Programs Committee (For Decision) — Gillian Balfour

i. PSYC 4281
c. Abeyance of Open Learning certificate programs (Information) — Gillian Balfour
      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**

THOMPSON RIVERS UNIVERSITY

MEETING OF THE
PLANNING COUNCIL FOR OPEN LEARNING

Wednesday, November 6, 2024
1:30 PM – 3:30 PM
MS Teams

MINUTES

Present: Gillian Balfour (Chair), Yasmin Dean, Kaitlyn Diamond, Katia Dilkina, Titi Kunkel, Brian Lamb, Michelle Lamberson, Julie Longo, John Sparks, Amy Tucker

Regrets: Greg Anderson

Executive and Others Present: Paul Martin (Director, Curriculum Development and Delivery, Open Learning), Robert Chambers (Chair, Educational Programs Committee), 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 PCOL member: Kaitlyn Diamond (student)

      K. Diamond was welcomed to the Council by the chair.

2. **ADOPTION OF AGENDA**

   G. Balfour asked that agenda item 6.b.i. (ENGL 1101 proposed prerequisite change) be moved up on the agenda to accommodate the schedule of the presenter for this matter.

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

3. APPROVAL OF MINUTES

a. Minutes of April 24, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the PCOL meeting of April 24, 2024 be approved as circulated.*

4. OPEN LEARNING PROGRAMS/COURSES

b. Report to PCOL from the Educational Programs Committee

i. ENGL 1101

R. Chambers, chair of the Educational Programs Committee (EPC), reported that this matter came to EPC for information, but he believed the rationale for the proposed change was to bring the prerequisites in line with the campus version of this course. P. Martin clarified that the request was made in response to prerequisites for this course at other institutions in BC regarding transfer credit. G. Balfour added that the academic transfer process between universities required this change, and that this course and others at TRU were in jeopardy of being removed from that process without it. Discussion ensued, and the following motion was moved:

That the proposed addition of a prerequisite for ENGL 1101 be approved.

PCOL members expressed an interest in receiving further information related to this matter, including what "or equivalent" referred to in the proposed prerequisite and how approving this change would impact students.

*On motion duly made and adopted, it was **RESOLVED** that the motion be postponed until the next meeting of PCOL.*

5. REPORT OF OFFICERS

a. Provost and Vice-President Academic

G. Balfour reported on Open Learning domestic enrolments.

6. BUSINESS

a. TRUly Flexible

G. Balfour presented the TRUly Flexible plan, for information. Discussion ensued.

7. **OPEN LEARNING PROGRAMS/COURSES (Continued)**

   a. PCOL Report

      P. Martin reported on OL programs and courses. Questions and answers ensued.

8. **NEXT MEETING DATE**

   a. The next PCOL meeting is scheduled to be held on April 23, 2025, 1:30-3:30pm, by Teams.

      G. Balfour indicated that she and P. Martin would pull together the requested information for the ENGL 1101 prerequisite proposal and send it to Council members, and possibly hold another meeting to decide upon the proposal.

9. **TERMINATION OF MEETING**

      As there were no further agenda items, the meeting terminated at 2:26 p.m.

MEMORANDUM

To: Gillian Balfour, Chair PCOL

From: Noah Arney, Policy Specialist

Date: April 11, 2025

Subject: Residency & PLAR proposal for both Open Learning and Campus programs

Purpose of this document:

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

Background:

Residency

Currently Open Learning programs use a set credit-based residency while on campus programs use a percentage-based residency. The Open Learning residency is between 6 and 15 credits while the on campus residency is 50%. The current state causes several problems:

1. A program only offered in one requires a new program approval through the Board and sent to DQAB before it can be offered in both.
2. It prevents students from easily moving between on campus and Open Learning offerings.
3. For on campus programs it limits their ability to support returning mature students who took substantial credits at another institution.
4. For Open Learning programs it means students in shorter programs require more residency when compared to those in longer programs.

Proposed change effect:

- Move Open Learning from credit number-based to a percentage-based residency
- Set the minimum residency for both Open Learning and Campus to the same percentage
    - 20% for Undergraduate Programs, 50% for Graduate Programs

Prior Learning Assessment & Recognition

PLAR gained through portfolio-based assessment being considered as part of residency may support student retention in on campus programs. By switching to a system where the PLAR applied as residency applies for both campus and Open Learning programs it will allow easier transition between Open Learning and on campus programs. The only change here for Open Learning would be the limiting of PLAR as residency to only portfolio PLAR, not for challenge exams or credit bank PLAR. The PLAR Director identifies this as having minimal impact on

Open Learning program students beyond allowing them the flexibility of transferring to on campus programs.

Proposed change effect:
- Allow PLAR earned through portfolio to be counted as residency for both Open Learning programs and on campus programs
- No longer count PLAR earned through exam or credit bank as residency for Open Learning

Summary of Proposed Changes:

Updating the Guidelines for Admission Requirements/Prerequisites of Open Learning Courses/Programs document residency on page 2 to say:

"The Planning Council for Open Learning has adopted the residency listed in Educational Standards in Credit Courses and Programs policy ED 8-0 following guidelines for residency and the acceptance of Prior Learning Assessment and Recognition credit for Open Learning Programs as per the Prior Learning Assessment and Recognition policy ED 2-0. : [striking out the chart]"

Any future change to the policies with regard to residency or PLAR recognition as residency would need approval by PCOL.

Summary of Engagement:
- Phase 1(Summer 2024)
  - o Provost, Vice President Research, AVP Strategic Enrolment & Registrar, AVP Graduate Studies and Student Research
  - o Policy Subcommittee of APPC, Office of Mission Fulfilment & Quality Assurance, Educational Programs Committee, TRUSU University Affairs Committee
  - o Chairs, Graduate Studies Committee & Educational Programs Committee
  - o Director PLAR, Deputy Registrar, Associate Dean Faculty of Arts, Associate Dean Faculty of Science, Manager Academic Advising, Senate Vice-Chair
- Phase 2 (Fall 2024 – Winter 2025)
  - o Additional engagement and review by those in phase 1
  - o 11 engagement sessions: 5 in Kamloops, 2 in Williams Lake, 4 Virtual
  - o Dean's Council
  - o Chairs Assembly
  - o Director, Curriculum and Delivery, Open Learning

Recommended Steps:
1. Review and discuss proposal
2. After Senate approves the policy change, PCOL to vote on approval

Proposed Motion (Fall 2025):

RESOLVED that the Planning Council for Open Learning approves the proposed changes to the Guidelines for Admission Requirements/Prerequisites of Open Learning Courses/Programs document.

RESOLVED that the Planning Council for Open Learning approves the proposed changes to the Educational Standards in Credit Courses and Programs policy ED 8-0 and the Prior Learning Assessment and Recognition Policy ED 2-0.

MEMORANDUM

To: Planning Council for Open Learning (PCOL)
From: Jenni Karl (Program Coordinator, Department of Psychology)
CC: Catherine Ortner (Chair, Department of Psychology), Lisa Cooke (Associate Dean of Arts, Flexible Learning)

Rationale for prerequisites for PSYC 4281 (Psychology Capstone):

PSYC 4281 will be the OL Psychology Capstone course. As articulated in the Course Description and Course Learning Objectives, the purpose of the course is that students are to consolidate, integrate, and apply the knowledge and skills that they have *gained over the course of their psychology degree*. It is meant to allow students to demonstrate their *mastery of the subject* and allow them an opportunity to *reflect on their university experience*. Thus, it should be the *last* course that psychology majors take in their degree. It is for these reasons, that the prerequisites are required. We understand that OL typically does not require prerequisites; however, a capstone course is *required as part of TRU's general education model* and students simply would not be able to complete the course if they have not completed the prerequisite course work.

Proposed Resolution for PSYC 4281 (Psychology Capstone):
We propose that PCOL approve the new course, PSYC 4281, including the prerequisites.

New Undergraduate Course Proposal

Date of Request: July 23, 2024

Academic Faculty/School/Division: Faculty of Arts

Department: Psychology

Offered by Open Learning Division: [ ] No   [X] Yes

Proposed Date of Implementation: Fall - OL Division 2024 (Term Code: 202515)

Main contact name/phone: Jenni Karl

Subject/Number: PSYC 4281

Title: Psychology Capstone

Calendar Description

Students integrate and apply the knowledge and skills acquired during their degree by completing a capstone project focused on a specific area of interest within the field of psychology. This project should align with their professional development goals and provide tangible benefit to the community or society at large. Throughout the process, students showcase how they meet the psychology program's learning outcomes and reflect on their growth in relation to TRU's general education themes of Connection, Engagement, Exploration, and Local-to-Global. Through faculty and/or community engagement, students incorporate feedback to refine their work and strengthen their ability to apply psychological knowledge and skills to real-world situations and societal needs.

Cover

Academic Faculty/School/Division: Faculty of Arts

Department: Psychology

Course: PSYC 4281

Cross-Listed Courses

Title: Psychology Capstone

Calendar Description

Students integrate and apply the knowledge and skills acquired during their degree by completing a capstone project focused on a specific area of interest within the field of psychology. This project should align with their professional development goals and provide tangible benefit to the community or society at large. Throughout the process, students showcase how they meet the psychology program's learning outcomes and reflect on their growth in relation to TRU's general education themes of Connection, Engagement, Exploration, and Local-to-Global. Through faculty and/or community engagement, students incorporate feedback to refine their work and strengthen their ability to apply psychological knowledge and skills to real-world situations and societal needs.

Rationale

New 4000-level Psychology Capstone course for OL students

Campus: [ ] Kamloops   [ ] Williams Lake   [ ] Regional Campus   [X] Open Learning

Course Level: UG - Undergraduate

Proposal Information

Effective Term: Fall - OL Division 2024 (Term Code: 202515)

Expected Enrollment: 20

Type of Course: [X] Academic   [ ] Career/Tech   [ ] Vocational

Continuing Ed: [X] No   [ ] Yes

Lab Portion: [X] No   [ ] Yes

Open Learning: [ ] No   [X] Yes

Expendable Materials: [X] No   [ ] Yes

Consultations With Other Academic Departments (if applicable)

Course Topics:

- Responsibilities, challenges, and opportunities in a field or career of interest related to psychology
- Integration of concepts from various subfields of psychology and beyond
- Application of theoretical, technical, and communication skills to address contemporary issues in a specific field of psychology through a capstone project
- Strengthening of professional problem-solving, time-management, and communication skills through faculty and/or community engagement
- Practice effective integration and application of the psychology program's learning outcomes through reflective and experiential learning
- Reflection on achievement of TRU's general education themes of Connection, Engagement, Exploration, and Local-to-Global

Methods for Prior Learning Assessment and Recognition:

As per TRU Policy

Attendance Requirements:

Evidence of Demand:

Entities to Consult

Career Education Department Chair: [X] No   [ ] Yes

Facilities: [X] No   [ ] Yes

Financial Aid & Award Office Advisor: [X] No   [ ] Yes

TRU World Director: [X] No   [ ] Yes

Williams Lake Director: [X] No   [ ] Yes

Credit/Hours

Course Has Variable Hours: [X] No   [ ] Yes

Credits: 3.00

Lecture Hours: 0

Seminar Hours: 0

Lab Hours: 0

Other Hours: 0

Total Hours: 0

Delivery Methods: [ ] Face to Face   [X] Distance Learning   [ ] Blended

Impact on Courses/Programs/Departments:

New 4000-level Psychology Capstone course for OL Psyc students

Repeat Types: A - Once for credit (default)

Grading Methods:
  S - Academic, Career Tech, UPrep

Learning Methodologies

Learning Methodologies
  [ ] CBT - Computer-based Training
  [ ] CLASS - Classroom-based
  [ ] FIELD - Field Experience
  [ ] ITV - Video Conferencing
  [ ] OLLAB - OL Lab
  [X] ONLIN - Online
  [ ] PRAC - Practicum/Clinical
  [ ] PRINT - Print-based
  [ ] SELF - Self-directed
  [ ] VOC - Vocational Training
  [X] WEB - Web-based

Modes of Delivery
  [ ] Apprenticeship Training
  [ ] Combined lecture, lab, seminar
  [ ] Field Experience
  [ ] Laboratory
  [ ] Lecture
  [X] Open Learning Continuous
  [ ] Open Learning Paced
  [ ] Practicum/Clinical
  [ ] Seminar
  [ ] Shop
  [ ] Studio
  [ ] Vocational Training
  [ ] Work Term for COOP

Comments:

Requisites

Prerequisite
Students must have completed 90 credits towards their degree prior to registering in this course
 and
Prerequisite
PSYC 1111
and
Prerequisite
PSYC 1211
and
Prerequisite
PSYC 2041
and
Prerequisite
PSYC 2111

and
Prerequisite
PSYC 2101
or
Prerequisite
STAT 1201
Exclusion
PSYC 4280

Course Textbooks/Resources

Textbooks:
1. **Required** To be determined by the course developer. . .

Manuals:

Periodicals:

Software:

Other:

Budgetary Implications

Budget Type: No additional costs associated with this change

Operating Budget Requirements

Costs to be covered by OL

Capital Budget Requirements

Costs to be covered by OL

Funding Source

Costs to be covered by OL

Course Fee Type: Academic

Student Evaluation

The course grade is based on the following course evaluations.
1. n/a 100.00%

Educational Objectives / Outcomes

Upon successful completion of the course, the student will demonstrate the ability to:

1. Evaluate responsibilities, challenges, and opportunities in a field or career of interest related to psychology.

2. Consolidate information by integrating concepts from various subfields of psychology and beyond.

3. Apply theoretical, technical, and communication skills to develop unique solutions to contemporary issues in their chosen field through a capstone project.

4. Strengthen professional problem-solving, time-management, and communication skills through faculty and/or community engagement.

5. Effectively integrate and apply the program's learning outcomes through reflective and experiential learning.

6. Reflect on their achievement of TRU's general education themes of Connection, Engagement, Exploration, and Local-to-Global.

7. This course meets the Capstone ILO criteria. See attached foci tool demonstrating match.

Technical Requirements

Technical Requirements

As per OL policy

Special Student Activities

As per OL policy

Academic Plan

Which of the five Academic Foundations does this proposal support?
Inquiry-based and Creative Learning

n/a

Interdisciplinary Studies

n/a

Indigenous, Local and Global Understanding

n/a

Flexible Learning Options

n/a

Life Long Learning

n/a

Which of the four Academic Themes does this proposal support?
Science, Technology and Applied Skills in Society

n/a

Power, Politics and Social Justice

n/a

Health, Well-Being and Leisure

n/a

Environmental, Economic, Social and Cultural Sustainability

n/a

Attached Files

OL PSYC Major PLOs and curriculum map
Capstone ILO Foci Tool

Institutional Contacts

Karl, Jenni (Associate Professor)
Martin, Paul (Director, Curricular Development, OL)
Ortner, Catherine (Associate Professor, Department Chair) 250-828-5497

Comments

Karl, Jenni took action "Proposal Submitted" on 07/23/2024 at 03:03:14 PM MST

Lawson (proxy for M. Bluhm), Heidi took action "Request Changes" on 08/06/2024 at 10:14:03 PM MST

- remove lecture hours as continuous OL courses do not have set lecture hours

Karl, Jenni took action "Proposal Submitted" on 08/12/2024 at 12:51:19 PM MST

Lecture hours removed for OL continuous entry course.

Lawson (proxy for M. Bluhm), Heidi took action "Approve" on 08/21/2024 at 10:27:50 AM MST

Ortner, Catherine took action "Request Changes" on 08/22/2024 at 12:10:55 PM MST

Pending dept discussion

Karl, Jenni took action "Requested Changes Made" on 09/11/2024 at 01:34:56 PM MST

Requested changes to Course Description and Learning Outcomes have been made.

Ortner, Catherine took action "Approve" on 09/12/2024 at 10:03:11 AM MST

Thank you.

MacLeod, Heather took action "Approve" on 10/07/2024 at 01:38:46 PM MST

Martin, Paul took action "Reviewed" on 10/10/2024 at 12:21:15 AM MST

Excited to see this course moving forward. An important addition to the program.

Wells, Julia took action "Reviewed" on 10/14/2024 at 09:10:22 AM MST

Conversion, TRU took action "Default" on 10/23/2024 at 02:52:10 AM MST

System Defaulted

Wallin, Mark (Proxy for Dean of Arts) took action "Approve" on 10/27/2024 at 11:20:22 AM MST

Hill, David took action "Approve" on 11/01/2024 at 02:32:22 PM MST

Peer Review Comments

No Faculty Comments have been entered for this proposal

CAPSTONE

Description
TRU graduates should be able to reflect upon their academic experiences, to integrate learning, and to apply their learning to their life beyond the classroom, such as graduate school or work.

A capstone course is a culminating course in a program designed to be taken within a baccalaureate degree student's final 30 credits of study. A capstone course consolidates prior academic experience as the student synthesizes, integrates, demonstrates, and expands upon knowledge developed at TRU within their program of studies. In addition to the program learning outcomes, students will reflect upon their learning related to the four key themes of general education (Connection, Engagement, Exploration, and Local to Global) in relation to their degree and/or major.

Course Acronym and Number	
Criteria	For a course to qualify as meeting a Capstone it must include <u>all</u> of the following: ☐ demonstrate integration of the program learning outcomes; ☐ demonstrate integration of the general education model themes; ☐ 4000 level; ☐ total 3 academic credits; and, ☐ taken in the final 30 credits of study.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci.

Required Element of Capstone	Course Learning Outcomes
Students demonstrate achievement of all program learning outcomes.	CLO1,2,3,4,5
Students reflect upon the four general education model themes (Connection, Engagement, Exploration, and Local to Global).	CLO6

Note
Below is a non-exhaustive list of activities that facilitate opportunities for students to integrate and synthesize learning in relation to the degree and/or major; and promote a learner-directed, self-directed, and problem-based learning environment:
- Situate a problem within the theoretical debate of the subject matter.
- Hypothesize a solution to a problem within the field to be investigated.
- Work directly with community partners to solve a problem they have identified in their workplace.
- Apply knowledge in a practice setting relevant to the discipline.

- Conduct self-directed research to investigate and draw conclusions that integrate the programs' body of knowledge.
- Justify/Demonstrate the conclusion/outcome in a report/presentation that meets professional standards for the field.
- Design a project that demonstrates understanding of responsible and sustainable behaviours.
- Create an artifact that can be used to demonstrate entry level work place competence within the field of study.

MEMORANDUM:
NOTIFICATION TO PLACE INTO ABEYANCE

To: Planning Council for Open Learning

From: Dr. Rani Srivastava (Dean)

Re: Notification of Abeyance: Interprofessional Mental Health Practice
Certificate; Interprofessional Substance Use Practice Certificate; Seniors
Living Management Certificate

Date: October 17, 2024

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1. Rationale for abeyance:
   As presented, and discussed, at the School of Nursing Faculty Council meeting on
   Monday, August 26, 2024, the three Open Learning certificate programs (as
   presented above) would be put into abeyance for 2 years due to low certificate
   completion numbers.

   Over a 10-year span, the graduation rates per IPE, for the three certification
   programs are as follows:
   • 3% (9) for Interprofessional Mental Health Practice
   • 6% (2) Inter-professional Substance Use Practice
   • 4% (8) Seniors Living Management

   All courses within the three programs, other than the clinical practicums, will be open
   for student enrollment. Although the admission and graduation rates in the certificate
   programs remains low, course registrations are high in select courses as revealed
   below:
   • HLTH 4411 (Interprofessional Mental Health Practice) – 901 admissions over 9
   years
   • HLTH 4421 (Interprofessional Mental Health Practice) – 137 admissions over 8
   years
   • HLTH 4511 (Inter-professional Substance Use Practice) – 491 admissions over 10
   years
   • HLTH 3711 (Seniors Living Management) – 334 admissions over 10 years

2. Proposed timeline for suspension of delivery:
   The proposed timeline for suspension of delivery for the 3 certificate programs listed
   above will be two years. Other than the practicum courses, students can continue to
   enroll in all course work for the three certificate programs. The practicum course that
   will not be offered are:
   • HLTH 4551, Directed Studies Practicum in Substance Use and Concurrent
     Disorders (Interprofessional Mental Health Practice Certificate;

Revised: 4/25/22/cw/oqa

Interprofessional Substance Use Practice Certificate).
- HLTH 2707, Seniors Living Observational Practicum (Seniors Living Management Certificate)
- HLTH 3707, Seniors Living Project Practicum (Seniors Living Management Certificate)

3. Effective start sate of abeyance status: October 21st, 2024.

4. Target date for review: September, 2026

5. List of departments that will be impacted: School of Nursing

6. List of departmental consultations: School of Nursing, Faculty Council

7. Plans for current students to complete program/course:
Students who are enrolled in either of the 3 certificate programs can continue to completion of the entire certificate, if desired.

MEMORANDUM

TO   Academic Planning and Priorities Committee
          Senate

FROM Dr. Rani Srivastava (Dean) and Dr. Tracy Hoot (Associate Dean – no Chair for these programs]

RE   Program Review: Decision to Postpone Review

DATE **September 16, 2024**

PROGRAM(S) UNDER REVIEW

Interprofessional Mental Health Practice Certificate

Inter-professional Substance Use Practice Certificate

Seniors Living Management Certificate

RATIONALE FOR POSTPONEMENT (maximum 500 words)

As presented, and discussed, at the School of Nursing Faculty Council meeting on Monday, August 26, 2024, the three Open Learning certificate programs (as presented above) would be put into abeyance for 2 years due to low certificate completion numbers.

Over a 10-year span, the graduation rates per IPE, for the three certification programs are as follows:
- 3% (9) for Interprofessional Mental Health Practice
- 6% (2) Inter-professional Substance Use Practice
- 4% (8) Seniors Living Management

All courses within the three programs, other than the clinical practicums, will be open for student enrollment. Although the admission and graduation rates in the certificate programs remains low, course registrations are high in select courses as revealed below:
- HLTH 4411 (Interprofessional Mental Health Practice) – 901 admissions over 9 years
- HLTH 4421 (Interprofessional Mental Health Practice) – 137 admissions over 8 years
- HLTH 4511 (Inter-professional Substance Use Practice) – 491 admissions over 10 years
- HLTH 3711 (Seniors Living Management) – 334 admissions over 10 years

SCHOOL/FACULTY PLAN FOR PROGRAM(S)

Students who are currently enrolled or are in the process of program admission into one of the listed certificate programs, will be accommodated towards program graduation. Once the abeyance has been approved, website and calendar information of the three programs will be posted.

It is recognized that two of the certificate programs, Interprofessional Mental Health Practice and Inter-professional Substance Use Practice, require major curriculum revisions, to meet the learning for students in a rapidly changing health environment. The plan while the Certificate programs are in abeyance, are to engage in course updates and revisions.

SUMMARY OF ACTIONS
1. Update courses within the certificate programs as needed.
2. Continue to monitor course enrollment numbers in the 3 certificate programs.
3. Continue to collect data on applicant interest for the certificate programs.

REVIEW CYCLE
Year of Next Program Review:

Program review was to take place in 2024/2025. Due to the low student enrollment /graduation numbers it was determined to put the courses into abeyance while program/course revisions occur. Following the 2-year abeyance, a program review will be scheduled for the three programs.

Note: In case of abeyance, 2 years from time of abeyance. Any postponement of longer than two years, please provide an explanation.

SIGNATORIES

_____
Dean
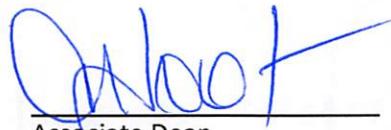
_____
Associate Dean

ATTACHMENTS
1. In case of abeyance, please include the required abeyance memo.

NURSING FACULTY COUNCIL MEETING
MINUTES

Date	Monday, August 26, 2024	Chair	Virani, Anila
Time	10:00 – 12:00	Recorder	Ressler, Sheri

Attendees			
Adjei, Joyce	Christianson, Tracy	Gallaher, Jaime	Morris, Kim
Anderson, Renée	Cinel, Julie	Graham, Devon	Nagra, Pinder
Archibald, Amber	Correale, Heather	Hamaguchi, Christina	Plowe, Kristen
Bacsu, Juanita	Creelman, Lisa	Hampton, Samantha	Rankin, Jim
Beck, Amy	Denis, Lisa	Hoot, Tracy	Ringham, Catherine
Bell, Arleigh	Dewell, Sarah	Ip, Emily	Ross, Steven
Blackstock, Sheila	D'Souza, Melba	Janes, Diane	Sanders, Tanya
Booth, Dorothy	Dyck, Lisa	Lomen, Jim	Sarwal, Shalina
Borgland, Michelle	Fehr, Florriann	Lussier, Krista	Shamro, Maggie
Boyd, Patti	Fleury, Lynette	Lyster, Tara	
Caputo, Shari	Floyd, Alex	Magliocchi, Cassy	
Regrets			
Chardon, Jessica	Hengstler, Dallas	McCreight, Rhonda	Srivastava, Rani
Grinstead-Mason, Jenni	Kennedy, Kandace	Morice, Angela	Trawin, Sandra
Guerrero, Gina	Little, Tatiana	Nordick, Lanette	

A. Meeting is called to order at 10:00 a.m.

B. Territorial Acknowledgement – Anila Virani

C. Adoption of the Agenda
Motion to approve: "to adopt the agenda." The motion was moved by Steve Ross and seconded by Jim Lomen. The motion was carried with no abstentions.

D. Adoption of the minutes from the previous meeting
Motion to approve: "to adopt the minutes of the NFC meeting of May 6, 2024." The motion was moved by Lisa Creelman and seconded by Cathy Ringham. The motion was carried with one abstention.

E. Presentations - None

F. Old Business

I. PRC TOR – Steven Ross

This agenda item is deferred until further notice by PRC chair

II.   Appointments Committee TOR – Steven Ross
        This agenda item is deferred until further notice by the appointment committee chair

III.   **Update on the SON Mentorship Café Project - Emily Ip and Diane Janes**
        Daine Janes shared the details SON Mentorship Café Project and the pilot that will be launched in September. The project is aimed at supporting new faculty and those transitioning from practice to teaching. The project originated from the need to retain and engage faculty in the School of Nursing through mentorship opportunities. Over the summer, the team conducted the event analysis and drafted the pilot's framework based on feedback gathered during previous engagements, such as the mentorship café in April.

        A planning committee, composed of faculty members, Anila Virani and Pinder Nagra, has been established to support the project. The mentorship program will have a dedicated Moodle site with information, FAQs, and resources for mentors and mentees. The goal is to test the pilot, collect data, and refine the program to ensure it meets the needs of the SON before expanding it further. The project is faculty-driven and supported by the school, with plans to incorporate research into the mentorship experience.

        Please email Daine or Emily Ip if you have any questions or you would like to join the pilot as a mentor, mentee, or planning committee member. The flyer shared in the meeting is attached here

        SoN Mentorship
        Cafe.pdf

IV.   **Update on BScN handbook changes to simulation-based learning – Jim Lomen**
        The BScN Handbook has been updated to bring together the Sim-based language on four core standards. The document regarding these changes is available on O drive.

V.   **Update on lab theory and clinical practice course - Jim Lomen**
        There is an update on the lab theory and clinical practice courses to provide more rigor and structure. The courses required some minor revectoring, and the grading will be changed from pass/fail grade to alpha grades. A *notice of the motion* will come forward in October to look at these changes to our lab theory and practice courses. If this motion is passed, the goal is to have the changes implemented for the September 2025 workload and deployment in the fall of 2026. For further discussion, please contact Jim Lomen.

VI.   **Update on collegial governance - Tanya Sanders**
        The presentation provided on collegial governance, posted on O drive and MS teams
        Action item: How often are NFC bylaws are renewed? Tanya Sanders will check.

VII.   **Update on the strategic plan – Tracy Christianson**

The strategic plan was presented to the NFC in February including updates on progress and action items for the upcoming year with a call out for feedback. The plan had been reviewed by the dean, chairs, and coordinators however it has received minimal feedback from faculty. There is a need for a more organized process to track faculty and student achievements throughout the year, such as conference attendance, paper publications, grants, and student successes. Faculty members are encouraged to submit relevant information to track progress and ensure the plan's success. Faculty contributions are essential to advancing nursing leadership within the school.

Action item: Faculty members responsible for specific committees/ areas in the strategic plan are asked to provide feedback and to suggest additional action items that could be included in the strategic plan. The strategic plan is posted on O drive

VIII.   **Motion to approve** "All BScN faculty must include a statement in their course outline stating students must achieve 50% on final exams/evaluations and a 60% overall to pass the BScN theory courses"- Candace Walker

A motion to approve the statement was moved by Renee Anderson and seconded by Jim Lomen. There was a detailed faculty discussion on the pros and cons of having such a motion approved. The motion was approved with the following amendments:

"All BScN faculty must include a statement in their course outline stating students must achieve <u>a minimum of</u> 50% on final exams/evaluations <u>after going through the circular process.</u>" "60% overall to pass the BScN theory courses" was removed as it was already a part of the course outlines. The motion was approved by 25, opposed by 5 and abstained by 5 members.

  G. New Business

I.   **Nomination committee call out for the positions - Devon Graham**
Renee Anderson has completed her second term on the University Tenure and Promotion Committee. Michelle Borgland is going to be the next representative.
Action item: Call out for the following positions and committee membership: NFC vice chair, Senate Academic Appeals Committee seat, and PEC committee member Interested faculty please contact the nomination committee.

Motion to approve: "Sheila Blackstock to join the Program Review Committee." The motion was moved by Tara Lyster and seconded by Andrea Sullivan. The motion was carried with no abstentions.

Motion to approve: "Melba D'Souza to join the Appointments Committee." The motion was moved by Florriann Fehr and seconded by Michelle Borgland. The motion was carried with no abstentions.

II.   **Open Learning course approvals/abeyances – Tracy Hoot**
The presentation on the process of curriculum document approval and the document reflecting the proposed changes to the HCA/PN program posted on O drive and MS teams

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Motion to approve: "to accept the curricular changes to the HCA program as discussed/ presented. There is no change to program structure or hours." The motion was moved by Florriann Fehr and seconded by Tara Lyster. The motion was carried with no abstentions.

Motion to approve: "to accept the RRNP course changes i. e. paced to self-paced and language changes for learning outcome for HLTH 3611, HLTH 3621, HLTH 3631, NURS 3643, and NURS 3651 as discussed/presented." The motion was moved by Tara Lyster and seconded by Tracy Christianson. The motion was carried with one abstention.

Motion to approve, "Due to low program numbers in the Interprofessional Mental Health Practice Certificate, Interprofessional Substance Use Practice Certificate, and the Seniors Living Management Certificate program, all three (3) programs will be put in abeyance for 2 years. If it is determined that there is a strong interest in either program, early program reinstatement will be discussed at the Faculty Council. The theory courses of these certificates as highlighted in the document will be available as electives." The motion was moved by Shari Caputo and seconded by Florriann Fehr. The motion was carried with no abstentions.

Additional item: A question was raised about the process for voting at NFC. It may be uncomfortable for NFC members to cast votes in opposition publicly. Considering this requires faculty discussion it was deferred to future NFC.

H. Reports of SON Chairs, Coordinators, Standing Committees, Ad-hoc Committees (due in October, December, February and April)

     i) Report from Dean's office – Report posted on O drive
     ii) Senate Report – Melba D'Souza/ Jim Lomen- Report posted on O drive

Next committee reports due in October: Chairs, Coordinators, and Committees.

I. **Announcements, Celebrations, and Shout-Outs**
- Nursing Faculty Council content is available on MS Teams; O drive will be phased out eventually.
- Open House is scheduled for October 21. If you are interested in supporting, please contact Pinder Nagra or Christina Hamaguchi
- Welcome to new faculty: Samantha Hampton, Sheila Blackstock, Amy Beck, Joyce Adjei, Shalina Sarwal and Kandace Kennedy.

J. Adjournment – 12:05 pm
Next meeting is scheduled for October 7