



## MEETING OF THE SENATE

Monday, November 25, 2024  
3.30pm to 5.30pm

House of Learning, HL190

## AGENDA

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The public Senate meetings are live streamed, and at the meeting time, non-Senators may [click here to join the meeting](#). The live-stream of the meeting is recorded, and are used to assist with preparing the minutes. Once the minutes of a meeting are approved, the recording is deleted.

1. **Call to Order**
  - a. Remarks from the Chair
    - i. Territorial Acknowledgment

Page 1    2. **Adoption of Agenda**

Page 3    3. **Minutes of Previous Meeting**

- a. Minutes of senate meeting of October 28, 2024 (For Decision)

Page 9  
Page 14    4. **Reports of Officers**

- a. President and Vice-Chancellor
  - i. President's Report to Senate (Information)
- b. Provost and Vice-President Academic (Information)
  - i. [TRUly Flexible report](#)

Page 18    5. **Reports of Committees**

- a. Academic Planning and Priorities Committee (Items for Decision) — Gillian Balfour
- Page 70    b. Educational Programs Committee (Information) — Robert Chambers
- Page 72    c. Steering Committee (For Decision) — James Sudhoff

**6. Business**

- a. Proposed revisions to ED 05-0 Student Academic Integrity policy (For Decision; [Notice of Motion](#) served on October 28, 2024) — Gillian Balfour

**7. In Camera Meeting**

**8. Presentation**

- a. [Strategic Internationalization Plan](#) (For Notice of Motion) — Baihua Chadwick

**9. Question Period**

**10. Next Senate meeting**

- a. The next regular meeting of Senate is on Monday, December 9, 2024 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190.

**11. Termination of Meeting**



## MEETING OF THE SENATE

Monday, October 28, 2024  
3.30pm to 5.30pm

House of Learning, HL190

### MINUTES

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**Present:** Joel Wood (Vice-Chair of Senate), Gillian Balfour, Jason Bermiller, Mike Bluhm, Susan Butland, John Church, Melba D'Souza, Yasmin Dean, Katia Dilkina, Sean Donlan, Greg Garrish, Tania Gottschalk, Mike Henry, Rayyan Khan, Derek Knox, Sasha Kondrashov, Gurjit Lalli, Laura Lamb, Jim Lomen, Ben Lovely, Heather MacLeod, Krish Maharaj, Paul Martin, Daleen Millard, Waqar Mulk, Mugesh Narayanasamy, Jamie Noakes, John Patterson, Baldev Pooni, Rohini Ranganatha, Gordon Rudolph, Rani Srivastava, Anne Terwiel, Joanna Urban, Mark Wallin, Darren Watt, Juliana West

**Regrets:** Brett Fairbairn (Chair of Senate), Rita Leone

**Absent:** Greg Anderson, Doug Booth, David Carter

**Executives and Others Present:** John Sparks (General Counsel), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator), Noah Arney (Policy Specialist)

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#### 1. Call to Order

In the absence of the chair (President Brett Fairbairn), Joel Wood (Vice-Chair of Senate) called the meeting to order at 3:30pm.

##### a. Remarks from the Chair

##### i. Territorial Acknowledgment

J. Wood delivered the territorial acknowledgment.

- ii. Welcome new student Senator Rayyan Khan (replacing Elon Newstrom)

J. Wood welcomed the new senator.

## 2. Adoption of Agenda

J. Wood reported that agenda item 6.a. (Proposed revisions to Election Procedures) was being postponed and, therefore, removed from the agenda.

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

## 3. Approval of Minutes

- a. Minutes of senate meeting of September 23, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the senate meeting of September 23, 2024 be approved as circulated.*

## 4. Reports of Officers

- a. President and Vice-Chancellor
  - i. President's Report to Senate

J. Wood suggested that, since President Fairbairn was not present at the meeting, senators forward any questions they might have regarding the President's Report to the Secretariat.

- b. Provost and Vice-President Academic

J. Balfour indicated she had nothing additional to report on apart from the numerous initiatives coming forward to senate from the Academic Planning and Priorities Committee and the Budget Committee of Senate.

## 5. Reports of Committees

- a. Academic Planning and Priorities Committee

G. Balfour, chair of the Academic Planning and Priorities Committee (APPC), presented several items to senate for decision.

1. Credit and Non-Credit courses policy minor amendment

G. Balfour presented this agenda item.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the minor amendment to the policy as presented.*

2. Academic Integrity Policy proposal

G. Balfour presented the Academic Integrity policy to senate for Notice of Motion, to be considered for decision at the November meeting.

3. Category III, University Honours Certificate

G. Balfour presented the University Honours Certificate proposal.

*On motion duly made and adopted, it was **RESOLVED** that Senate provide its approval of the Category III University Honours Certificate and associated course proposals as presented.*

G. Balfour presented several proposed Wildfire-related programs, for decision by senate.

4. Wildfire-Related Programs – Arts

Interim Dean Wallin responded to a question on this proposal.

*On motion duly made and adopted, it was **RESOLVED** that Senate provide its approval of the Category III Bachelor of Arts in Wildfire Studies, Diploma in Wildfire Studies, Wildfire Communication and Media certificate, and Emergency Communications certificate proposals, as presented.*

5. Wildfire-Related Programs – Science

*On motion duly made and adopted, it was **RESOLVED** that Senate provide its approval of the Category III Bachelor of Wildfire Science and Management, and Wildfire Science Certificate proposals, as presented.*

6. Wildfire-Related Programs – Faculty of Adventure, Culinary Arts, and Tourism

*On motion duly made and adopted, it was **RESOLVED** that Senate provide its approval of the Category III Sociocultural Dynamics of Wildfire Certificate proposal, as presented.*

7. Wildfire-Related Programs – Bob Gaglardi School of Business and Economics

*On motion duly made and adopted, it was **RESOLVED** that Senate provide its approval of the Category III Wildfire Leadership Certificate and associated course proposals, as presented.*

8. Category III, Early Childhood Education Diploma

G. Balfour presented the proposed revisions to the Early Childhood Education Diploma.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the Category III Early Childhood Education Diploma and associated course proposals, as presented.*

9. Program Review Deferral Approval Memo

G. Balfour presented the proposed Program Review Deferral Approval memo.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the Program Review Deferral Approval Memo, as presented.*

G. Balfour also reported several items coming forward to senate from APPC for information.

b. Budget Committee

G. Balfour, chair of the Budget Committee, presented the committee's report for information.

c. Educational Programs Committee

The report from the Educational Programs Committee (EPC) was circulated with the agenda package, and the Chair of EPC, R. Chambers, was present and offered to answer any questions.

d. Steering Committee

Steering Committee chair, J. Sudhoff, presented the Committee's report. The reports contained two items for decision, namely appointments to senate and other committees, and proposed revisions to the Academic Integrity Committee terms of reference.

*On motion duly made and adopted, it was **RESOLVED** that the following volunteer(s) be appointed to serve on the following senate and other committees:*

### Senate Appeals Committee

#### Senators:

- Gordon Rudolph, Teaching Staff, Open Learning
- John Patterson, Teaching Staff, Open Learning
- Greg Garrish, Alumni

### University Sabbatical Leave Committee (“USLC”)

#### Faculty:

- Mohamed Tawhid, Science (2nd term)
- Jon Heshka, Adventure, Culinary Arts and Tourism

### Environmental Sustainability Advisory Committee (“ESAC”)

#### Faculty:

- Amie Schellenberg, Trades

### International Affairs Committee (“IAC”)

#### Dean:

- Greg Anderson, Science

### Teaching and Learning Committee (“TaLC”)

#### Faculty:

- Amy Tucker, Open Learning Faculty Member
- Amanda Russett, Education and Social Work (Instructional Support)

### Awards and Honours Committee (“AaHC”)

#### Faculty:

- Lorry-Ann Austin, Education and Social Work (2nd term)
- Yue Zhang, Science (tenured/tenure track)

### Graduate Studies Committee (“GSC”)

#### Faculty:

- Alana Hoare, Education and Social Work
- Monica Sanchez-Flores, Arts
- Frederic Fovet, Education and Social Work

#### Dean:

- Daleen Millard, Law (2nd term)

## 2. Revisions to the Academic Integrity Committee terms of reference

Discussion ensued on this matter, namely whether the proposed revisions needed to be considered contingent upon the approval of the revisions to the Academic Integrity policy.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the*

*revisions to the Academic Integrity Committee terms of reference, as presented, contingent upon approval of the revisions to the Academic Integrity policy.*

J. Sudhoff also presented some items from the committee for information, including the list of students appointed to senate committees and some continuing vacancies for senators on senate committees.

e. Qelmúcw Affairs Committee

R. McCormick, Co-chair of the Qelmúcw Affairs Committee, was present to respond to questions on the Committee's recent work, of which there were none.

## **7. Correspondence**

a. Roles and Powers of Faculty Councils

G. Balfour spoke to a memorandum regarding the roles and powers of Faculty Councils, a copy of which was circulated with the agenda package for information. Discussion ensued. A senator indicated that it would be useful to discuss collegial governance at the faculty council level, and the following motion was moved and seconded:

*That senate encourage discussion about collegial governance at the Faculty Council level, led by the deans.*

Discussion ensued and the motion was defeated.

## **8. Question Period**

J. Wood reminded senators that questions asked during Question Period were meant to be responded to at the senate meeting and not to be taken away for later response. He added that questions to the president could be passed along to the secretariat. Questions and answers ensued.

## **9. Next Senate meeting**

a. The next regular meeting of Senate is on Monday, November 25, 2024 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190.

## **10. Termination of Meeting**

As there were no remaining agenda items, the meeting terminated at 4:26pm.



*This report provides an overview of recent developments and achievements at TRU, highlighting our commitment to sustainability, academic excellence, community engagement, strategic growth, leadership, and Truth and Reconciliation.*

**A COMMITMENT TO LEADERSHIP** — TRU's senior leadership has recently adopted a statement of the qualities — actions and behaviours — that members of our university community can expect from senior leaders. This new framework of leadership competencies has been developed collaboratively by and for the members of the President's Leadership Group, which comprises approximately two dozen leaders at TRU, including vice presidents, deans, associate vice presidents, and executive directors.

It is the outcome of extensive leadership-development work among the senior leaders and addresses findings from the Listening Phase of the Culture Conversation. I encourage you to review the [Leadership Framework document](#). The new framework will guide senior leaders in their interactions to promote a cohesive university culture aligned with TRU's core values. It's important that faculty and staff are aware of what to expect of our leaders. Everyone is welcome to use this framework as a guide for considering interactions on campus.

**TRU REMEMBERS IMPACT OF TWO KEY LEADERS** — Flags flew at half-staff at TRU this past month for two Canadian leaders who passed away unexpectedly.

SENATOR MURRAY SINCLAIR (MAZINA GIIZHIK) passed away on November 4. He made Canadians look at their history in ways many had not done before. As the chief commissioner for the Truth and Reconciliation Commission (TRC), he created a path for the nation to find reconciliation.

TRU recognized Sinclair with an honorary Doctor of Laws in 2017. From his first campus visit to give the President's Lecture at the TRUSU Storytellers Gala in 2015, he inspired multiple initiatives in response to the calls to action by several faculties and schools.

An Ojibway-Canadian lawyer and Manitoba's first Indigenous judge, Sinclair was well-regarded for his stature in the legal field for over 25 years. He gained wider recognition and affected the lives of thousands of people as the chair of the TRC, listening to and documenting the stories of survivors of residential schools. With the TRC's 2015 report and 94 Calls to Action, he provided Canadians with a clearer understanding of what happened in residential schools, and a road map to reconciliation.

Sinclair was appointed to the Canadian Senate in 2016, serving on several committees including the Standing Committee on Aboriginal Peoples and the Standing Committee on Legal and Constitutional Affairs.

He received honorary doctorates from a total of 17 universities across the country and numerous awards, most recently the Indspire Lifetime Achievement Award (2017), the President’s Award from the Canadian Bar Association (2018), the SSHRC Impact Award (2019), the Symons Medal (2019), Humane Canada Leadership and Innovation Award (2020) and the Adrienne Clarkson Prize for Global Citizenship (2020).

FORMER BC PREMIER JOHN HORGAN, who passed away on November 12, leaves a lasting impression in British Columbia, especially in education, where he oversaw many investments, including at TRU. Among them was support for the construction of TRU’s Industrial Training and Technology Centre and the Chappell Family Building for Nursing and Population Health. Horgan’s government also enabled TRU’s software engineering program and financed TRU’s purchase of Upper College Heights for student housing.

Following a conversation with some Interior mayors in 2020, Horgan’s government created a \$5-million endowment to establish a BC Research Chair in Predictive Services, Emergency Management and Fire Science at TRU. This investment was a significant step towards the university’s eventual establishment of TRU Wildfire.

#### **SOLAR PANEL INSTALLATION PROJECT TO SUPPORT TRU’S CLEAN ENERGY GOALS —**

TRU has embarked on a large-scale solar energy project in partnership with BC Hydro, installing over 1,000 solar panels across the Kamloops campus.

Over the next five years, this initiative will significantly reduce TRU’s carbon footprint, aligning with our goal to achieve a zero-carbon campus by 2030. The initial phase involves 540 solar panels on main academic buildings, which will offset a substantial portion of TRU’s electricity requirements.

This project follows the recent groundbreaking for the Low Carbon Energy District System and positions TRU as a leader in environmental responsibility within Canadian post-secondary education.

**TRU SUSTAINABILITY OFFICE GAINS RECOGNITION** — The TRU Sustainability Office has recently been recognized for its sustainability initiatives. TRU was recently named to the [Princeton Review’s Green College 2025 Honor Roll](#), the only Canadian school that earned the achievement of getting a perfect score in the Green Rating tallies.

The Princeton Review is an independent online resource, offering information for students as they transition into post-secondary studies. TRU previously made the list in 2021.

Schools were ranked on their performance as an “environmentally aware and prepared institution.” Criteria included campus quality of life for students, how well students are prepared for employment in today’s clean-energy economy and how environmentally responsible the school’s policies are. Of the nearly 600 schools ranked, only 45 received perfect Green Rating scores.

As well, the entire Sustainability Office team came in as runner-up for [Energy Manager Canada’s Energy Manager of the Year](#) award. Both recognitions highlight TRU’s ongoing, long-term commitment to sustainability.

**INTERIOR HEALTH ANESTHESIA ASSISTANTS GRADUATE FROM TRU PROGRAM** — In October, TRU celebrated the graduation of the inaugural cohort from its Anesthesia Assistant program, designed in collaboration with Interior Health. This post-diploma program addresses critical regional demands for specialized anesthesia support in surgical and emergency settings.

The program equipped graduates with advanced skills to assist anesthesiologists, directly contributing to the capacity and quality of healthcare in our region. This milestone underscores TRU’s role in responsive workforce development for health services in British Columbia.

**HELP IMPROVE OUR LIBRARY WEBSITE** — TRU faculty are invited to contribute to an important study led by Holly Ashbourne, web and communications librarian, by completing an [online survey](#) or joining a [focus group](#). Your insights will be crucial in enhancing the Library’s website and communication strategies. This is an opportunity to directly influence the future design and functionality of these essential Library resources. For more information, please [read the Library News post](#). [Take the Faculty Online Survey](#).

**DR. ROD MCCORMICK HONOURED FOR CONTRIBUTIONS TO INDIGENOUS HEALTH** — Dr. Rod McCormick, a leading figure in Indigenous mental health and BC Innovation Chair in Indigenous Health at TRU, was recently celebrated for his transformative work in community wellness, suicide prevention, and culturally respectful care. He is the first scholar at TRU to be elected as a Royal Society of Canada Fellow — an honour he received at a ceremony in Vancouver on November 8.

Recognition by the Royal Society is the highest honour an individual can achieve in the arts and humanities, social sciences and science. His work, rooted in a profound respect for Indigenous traditions and values, has shaped new approaches to mental health that honour Indigenous perspectives. Dr. McCormick’s contributions, marked by humility and cultural awareness, highlight TRU’s commitment to advancing research that supports the health and resilience of Indigenous communities.

**TRU EXPERT SHARES EXPERTISE ON WILDFIRE MANAGEMENT WITH HOUSE OF COMMONS** — Dr. Mike Flannigan, a noted expert in wildfire science and Academic Director of TRU’s Institute for

Wildfire Science, Adaptation and Resiliency, provided critical insights to the House of Commons on wildfire management and risk mitigation in October, using the recent Jasper wildfires as a case study. His testimony contributed valuable expertise to national policy discussions on climate adaptation and wildfire resilience. Dr. Flannigan’s involvement demonstrates TRU’s academic leadership in addressing climate-driven challenges and reflects our university’s commitment to research with far-reaching impact.

**TRU ANNUAL PHILANTHROPY REPORT SHOWCASES TRANSFORMATIONAL GIVING** — The [TRU Annual Report on Philanthropy](#) details how donations and endowments have made a significant impact on student scholarships, campus improvements, and community programs. This year’s report highlights contributions toward mental health and wellness, student success, and research development.

Philanthropy from alumni, staff, and community donors not only enhances TRU’s resources but also directly enriches student experiences and supports the university’s broader mission. The report highlights the importance of giving in strengthening TRU’s capacity to serve students and fulfill its educational goals.

**IPL HIGHLIGHTS RESEARCH ON PEER MENTORSHIP IN EARLY CHILDHOOD EDUCATION** — Dr. Laura Doan, a faculty member in the School of Education, presented a lecture (Nov. 19) titled “Peer Mentorship to Retain Early Childhood Educators” as her Inaugural Professorial Lecture at TRU. Her research highlights the positive impact of peer mentorship on job satisfaction and retention among early childhood educators, a field facing considerable workforce shortages.

Dr. Doan’s findings suggest that mentorship fosters community and support, which is critical in retaining educators and reducing turnover. Her work demonstrates TRU’s commitment to practical research that addresses real-world workforce challenges, supporting the sustainability of essential services in early childhood education.

**NEW WOLFPACK RODEO PROGRAM PROVIDES UNIQUE OPPORTUNITY FOR CANADIAN STUDENT-ATHLETES** — The TRU WolfPack has launched a brand-new rodeo program, creating an unprecedented opportunity for Canadian student-athletes to pursue both their education and their passion for rodeo. Before this fall, graduates from the B.C. High School Rodeo Association often faced limited choices to continue competing, having to travel far to rodeo programs in Northern B.C., the Prairies, or the United States.

WolfPack head coach Sean Bennett spearheaded the creation of TRU’s rodeo program. Collaborating with the National Intercollegiate Rodeo Association (NIRA), Bennett secured TRU’s place as the first Canadian university to join the organization’s Northwest Region, competing alongside schools from Washington, Idaho, Oregon, and northern California.

The program quickly attracted 10 athletes, including local rodeo talent like Holly Reid, a team roper and breakaway roper who chose to stay in Canada to pursue her university studies and compete in rodeo. The team's debut was at a rodeo in Moscow, Idaho, in October, where team members showcased their skills against seasoned American teams. The Northwest Region's competition schedule, featuring double-header rodeos, allows WolfPack rodeo athletes to participate in the required 10 rodeos over five weekends, reducing travel and enabling a balance between academics and sport.

Bennett aims to grow the program to include more diverse events and is actively recruiting additional rodeo athletes for spring competitions, with practices held weekly at local arenas. The program looks forward to attracting more local talent and potentially competing in the College National Finals Rodeo in Casper, Wyoming, where top athletes across disciplines contend for national titles.

**TRU VP APPOINTED CHAIR OF BCNET BOARD** — Matt Milovick, Vice-President of Finance and Administration, has been appointed Chair of BCNET's board of directors. BCNET, a shared services organization, helps maximize efficiency and reduce costs for B.C. universities through services in networking, educational technology, cybersecurity, and procurement.

TRU has been a BCNET member for more than 30 years, spending \$5.2 million on its services in 2023-24 alone. Milovick highlighted BCNET's significant role in streamlining TRU's internal processes by providing pre-vetted, cost-effective solutions. As Chair, Milovick aims to continue expanding BCNET's potential, including exploring new areas for service beyond IT.

**CONSULTATION / ENGAGEMENT** — Here is a select list of recent events and meetings that have allowed me to connect with stakeholders:

- Oct. 27-30 – Universities Canada, Board Retreat and Membership Meetings in Ottawa
- Oct. 30 – Government relations meeting in Ottawa
- Oct. 30 – Alumni event in Ottawa
- Nov. 1 – Donor relations meetings in Toronto
- Nov. 1 – Alumni event in Toronto
- Nov. 6 – TRU Remembrance Day Ceremony
- Nov. 6 – TRUSU Student Caucus Meeting
- Nov. 7 – Alumni event in Calgary
- Nov. 8 – Donor relations meeting in Calgary
- Nov.22 – RUCBC Presidents' meeting in Vancouver



## PROVOST'S REPORT TO SENATE NOVEMBER 2024

The following report has come forward from the Office of the Provost and Vice-President Academic for Senate's information. This report highlights the various initiatives underway across TRU Faculties and Schools. I wish to recognize the interdisciplinarity and collaboration between Faculties, and the social impact of faculty scholarship and teaching and learning.

### **ADVENTURE, CULINARY ARTS AND TOURISM**

Adventure Studies participated in the 2024 community development initiative at Skaha Provincial Park, Penticton (a renowned climbing area attracting over 100,000 visitors annually). The initiative addressed several issues including endangered species, user conflict and reconciliation with First Nations communities.

Adventure Studies continue to build relationships with Simpwic people around adventure tourism and land management initiatives including Tom Eustache and Chu Chua mountain bike trails. Adventure is negotiating visiting student programs with Universidad San Francisco de Quito (Ecuador), Hamburg Technical University, Northern Arizona University and University of Maribor (Slovenia).

Culinary Arts is supporting Bob Gaglardi School of Business and Economics' monthly faculty research social; Maeghan Summers (Culinary Arts and Tourism Management) discussed the challenging role of alcohol in the daily lives of hospitality workers on CBC Radio Kamloops.

Culinary Arts is negotiating a research project with Faculty of Science (TRU) and National Baking School (London, England) to examine environmental influences on sour dough starters. One goal is to establish a starter library resource and use the starters in bread production in Culinary Arts.

Kimberly Thomas-Francois (Tourism) received a MITACS grant in partnership with the Thompson Okanagan Tourism Association (TOTA). Tourism faculty and students attended the annual meeting of the Tourism Research Association (TTRA) Canada Chapter on Prince Edward Island. The student team finished second in the case study competition. FACT and Tourism will host the next TTRA Canada Conference in Kamloops (September 2025).

Dr. Courtney Mason (PI) received \$125,000 grant from Braiding Knowledge Canada to research Indigenous protected and conservation areas in BC; Dr. Courtney Mason (PI) and colleagues from Science, EDSW and SoBE received the inaugural grant from the Blair Climate Initiative; Dr. Patrick Brouder received SSHRC grant to research tourism in northern Canada.

## **EDUCATION AND SOCIAL WORK**

From November 15<sup>th</sup> – 30<sup>th</sup>, the School of Social Work and Human Service will host a Visiting Scholar, Dr. Fazeeha Azmi, Professor at the University of Peradeniya, Sri Lanka. Dr. Azmi will be co-writing with Dr. Bala Nikku on their SSHRC-funded research project and will provide guest lectures on coastal disaster resilience based on her work in South Asia, including Sri Lanka.

Dr. Yasmin Dean is co-hosting the [Human Dignity Conference](#) in Sri Lanka. This conference is a cooperative endeavour organized by the International Centre for Ethnic Studies (Colombo, Sri Lanka), the University of Calgary, Mount Royal University and TRU.

## **KNOWLEDGE MAKERS**

The impact of Knowledge Makers continues to be globally recognized. Most recently, Knowledge Makers, under the leadership of Dr. Rod McCormack and Janeen Hens-Jensen, has been asked by the Smithsonian to collaborate on an installation for an exhibit on the co-creation of Indigenous scholarship. Stay tuned for more exciting news.

## **SCIENCE**

The Indigenous Committee of Science Faculty Council held a ceremony to mark the National Day for Truth & Reconciliation. A book club has been started for all the Science staff.

Acres Engineering's sponsored engineering competitions started with enthusiasm; two presentations were required to accommodate 27 students and six teams. Janna Wales, Faculty of Science alum, has been recognized as one of Corporate Knights 30 under 30 Sustainability Leaders 2024. Janna is a Gitksan and Cree-Métis person.

Liz Klarenbeek presented on the topic of 'Caring for our Caregivers: Providing Mindfulness Training to Respiratory Therapists' at the BC Society of Respiratory Therapy Educational Conference in Kamloops BC on September 20<sup>th</sup>. Dr. Mike Flannigan was invited to the House of Commons Standing Committee on Environment and Sustainable Development meeting to speak to factors that led to the fires in Jasper National Park and how we can better prepare in the future.

## **PROVOST PLANNING UPDATE**

### *TRU Change*

Eight projects funded for three years (2023-2026) continue to engage in their work focused on increasing student engagement and success:

- Arts Cohort focused on first year retention, expansion of Research Hub to support faculty in integrating research into their curriculum;
- Reducing barriers to education through open press textbooks and learning resources;
- Decolonizing how we assess Indigenous knowledge and experience in prior learning assessment and reporting (PLAR);
- Knowledge Makers ongoing support for Indigenous students engaged in scholarship;
- Honour college readiness to launch in 2025;
- Envirocollab focused on building an interdisciplinary degree in the Environment that features field schools and land-based learning; and
- Living Communities Collaborative Cities, a series of public events aimed at bringing researchers, students, and community groups together to tackle the climate emergency.

A full report of each projects interim results will be reported at the January Senate meeting. For more information please go to [TRU Change](#).

### *TRU Flexible*

Phase 1: 81 major course revisions are underway; this has been an intensive process of discerning the timing and resource needs, identifying challenges with this scope of work. Hiring subject matter experts required a new recruitment strategy and additional instructional designers were hired to support various faculties.

A Phase 2 and 3 overview is featured in the Senate package for presentation and discussion.

### *TRU Bold*

I continue to meet with various groups across campus to solicit feedback. In the coming weeks I will be meeting with the Library, Enrolment Services and CELT. TRU Bold intends to align with TRU's strategic research plan, as well as introduce 'halo' program areas for future program creation and revitalization of current programs. TRU Bold aims to position TRU as a university of choice in the areas of health and healing, eco-justice and the environment, and technology for social and economic development to improve people's lives.



### **BUDGET PLANNING UPDATE**

IRCC changes continue to be introduced by the federal government, impacting on our future international enrolment projections. Most post baccalaureate programs will be adversely impacted. My priority continues to be strategic resource allocation to support innovative programming, student recruitment and retention, building of reserves, priority capital projects of the LCDES and Indigenous Education Centre and assessments of where cost efficiencies can be found across the university.

Moving forward, a Q2 update, and budget context assessment will be presented to the Finance Committee of the Board on November 27<sup>th</sup>, to the Board of Governors on December 6<sup>th</sup> and BCOS on December 10<sup>th</sup>.

Respectfully submitted on November 18, 2024 by:



Dr. Gillian Balfour  
Provost and Vice-President Academic

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
NOVEMBER 2024 REPORT TO SENATE**

The November 14, 2024, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

**For Approval:**

- a. **Category III, Diploma in Computer Network and Cybersecurity**, Musfiq Rahman, Faculty of Science

[All Fields](#)

- i. CNCS 1110 Fundamentals of Computer Studies

[All Fields](#)

- ii. CNCS 1120 Intro to Computer Networks

[All Fields](#)

- iii. CNCS 1150 Integrated Security Practice-I (Computer Studies)

[All Fields](#)

- iv. CNCS 1160 Integrated Security Practice-I (Python)

[All Fields](#)

- v. CNCS 1170 Integrated Security Practice-I (Computer Networks)

[All Fields](#)

- vi. CNCS 1170 Integrated Security Practice-I (Computer Networks)

[All Fields](#)

- vii. CNCS 1210 Data Structures and Database Basics

[All Fields](#)

- viii. CNCS 1220 Introduction to Security Basics on Linux and Windows OS

[All Fields](#)

- ix. CNCS 1230 Network Virtualization and Infrastructure Design

[All Fields](#)

- x. CNCS 1240 Intro to Cybersecurity

[All Fields](#)

- xi. CNCS 1250 Integrated Security Practice-II (Data Structure and DB)

[All Fields](#)

- xii. CNCS 1260 Integrated Security Practice-II (OS Security Basics)

[All Fields](#)

## APPC REPORT TO SENATE NOVEMBER 2024

- xiii. CNCS 1270 Integrated Security Practice-II (Intro to Cybersecurity)

[All Fields](#)

- xiv. CNCS 2210 Internet of Things and Industrial Network Security

[All Fields](#)

- xv. CNCS 2220 Emerging Security Technologies

[All Fields](#)

- xvi. CNCS 2240 Cybersecurity Capstone Project

[All Fields](#)

- xvii. CNCS 2250 Integrated Security Practice-IV (IoT)

[All Fields](#)

- xviii. CNCS 2270 Integrated Security Practice-IV (Digital Forensics)

[All Fields](#)

### ***Motion passed at APPC***

*On motion duly made and adopted, APPC recommends to Senate and the Board the approval of the Category III Diploma in Computer Network and Cybersecurity and associated course proposals as amended.*

### **For information:**

- a. **Revision Project for Policies Concerning Curriculum and Programs Stage 1 Update**, Noah Arney, Policy Specialist

### ***Motion passed at APPC***

*Be it RESOLVED that APPC endorses the proposed realigned curriculum and program policies in principle.*

- b. **Abeyance, Interprofessional Mental Health Practice Certificate, Interprofessional Substance Use Practice Certificate, Seniors Living Management Certificate**, Tracy Hoot, Associate Dean, School of Nursing

- xix. Interprofessional Mental Health Practice Certificate

[All Fields](#)

- xx. Interprofessional Substance Use Practice Certificate

[All Fields](#)

- xxi. Seniors Living Management Certificate

[All Fields](#)

- c. **Update of Student Course Evaluation Principles and Procedures**, Brett McCollum, Chair, Teaching and Learning Committee

APPC REPORT TO SENATE NOVEMBER 2024

Respectfully submitted on November 15, 2024, by:

A handwritten signature in blue ink that reads "Gillian Balfour". The signature is written in a cursive, flowing style.

Gillian Balfour, Chair, Academic Planning and Priorities Committee



## MEMORANDUM

**To:** Gillian Balfour, Provost, Chair of APPC

**From:** Noah Arney, Policy Specialist

**Date:** October 31, 2024

**Subject:** Revision Project for Policies Concerning Curriculum and Programs Stage 1 Update

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### Purpose of this document:

To provide an update on the Revision Project for Policies Concerning Curriculum and Programs.

### Stage 1:

The first stage of the project was to realign 12 policies into 9. At the recommendation of the Policy Subcommittee of APPC the final realignment resulted in 8 policies. Overlapping information was removed as was text that was better left to a form approved by a senate committee. Several policies were merged or had substantial sections moved to other policies. The realigned policies are attached and are available on OneTRU at

<https://onetru.sharepoint.com/sites/gen10/SitePages/Revision-Project-for-Policies-Concerning-Curriculum-and-Programs.aspx>

### Starting Policies:

- Educational Standards in Credit Courses and Programs (ED 8-0)
- Credit and Non-credit courses (ED 8-1)
- New Graduate Program Assessment Criteria (ED 8-5)
- Undergraduate Courses and Program Approvals (ED 8-2)
- Types of Undergraduate and Graduate Credentials (ED 16-0)
- Course and Program Repeaters (ED 3-3)
- Grading Systems (ED 3-5)
- Satisfactory Academic Progress (ED 3-2)
- Academic Renewal (ED 3-10)
- Special Courses (ED 2-1)
- Transferability of University Credits (ED 2-4)
- Prior Learning Assessment and Recognition (ED 2-0)



## New Policy Names:

- Educational Standards in Credit Courses and Programs (ED 8-0)
- Non-credit Courses and Programs (ED 8-1)
- Graduate Course and Program Lifecycle (ED 8-5)
- Undergraduate Course and Program Lifecycle (ED 8-2)
- Transcripts and Grading (ED 3-5)
- Satisfactory Academic Progress (ED 3-2)
- Transfer of Credits (ED 2-4)
- Prior Learning Assessment and Recognition (ED 2-0)

## Next Steps:

The realigned policies are now public for the university community to review and to identify any places where something has not been realigned correctly. The work on fixing errors and compliance issues is currently underway and should be ready to be brought to APPC in February 2025. The engagement sessions to discuss potential large changes to the policies have begun and will continue throughout the Fall semester.

The realigned policies are submitted to APPC for endorsement in principle and for submission to Senate for information.

## Proposed Motion:

RESOLVED that APPC endorses the proposed realigned curriculum and program policies in principle.

## Attachments:

- Educational Standards in Credit Courses and Programs (ED 8-0)
- Non-credit Courses and Programs (ED 8-1)
- Graduate Course and Program Lifecycle (ED 8-5)
- Undergraduate Course and Program Lifecycle (ED 8-2)
- Transcripts and Grading (ED 3-5)
- Satisfactory Academic Progress (ED 3-2)
- Transfer of Credits (ED 2-4)
- Prior Learning Assessment and Recognition (ED 2-0)

# Educational Standards in Courses and Programs



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Kamloops, BC V2C 0C8  
tru.ca

<b>POLICY NUMBER</b>	ED 8-0
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Provost and Vice-President Academic
<b>ADMINISTRATIVE CONTACT</b>	Deans and Registrar

## **POLICY**

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Thompson Rivers University (TRU) offers programs of study leading to undergraduate certificates, diplomas, and degrees; post-baccalaureate certificates and diplomas; and graduate certificates, diplomas, and degrees.

All (TRU) courses and programs fall into one of two categories: credit or non-credit. Credit Courses and Programs are those which are approved by Senate through the curricular governance process and may include courses and programs without specific credit attached to them or zero credit attached to them. Courses and Programs which are not approved by Senate through the curricular governance process are Non-Credit Courses and Programs.

Credits serve as a form of academic currency in post-secondary institutions. They are designed to measure the duration, breadth and depth of study toward a specific program goal.

Credit Courses are listed in the Calendar, and registration in such courses is open to suitably qualified members of the general public.

Various types of courses and delivery methods at Thompson Rivers University (TRU) are developed to support and enhance student learning. Delivery modalities include combinations of synchronous and asynchronous delivery with in-person, online, and distance learning.

The purpose of this policy is to provide common standards at Thompson Rivers University (TRU) for defining the number of credits a course should attract within the context of a specific program of study, and to set minimum requirements for credentials. Individual programs may set higher requirements.

## **REGULATIONS**

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Curriculum content and academic standards are defined for all credit courses and approved under the Undergraduate Course and Program Lifecycle (ED 8-2) and Graduate Course and Program Lifecycle (ED 8-5) policies. Students receive a final grade based on their performance (unless the student has registered as an audit student).

## 1 TYPES OF EDUCATIONAL PROGRAMS

Students are issued TRU transcripts to document their achievement in credit courses. On successful completion of a program, students may apply for a Certificate, Diploma, or Degree. The offering of credit courses, together with their curriculum and academic standards, is subject to the approval of the Vice-President, Academic and University Council.

### 1.1 UNDERGRADUATE CREDENTIALS

1. **Undergraduate Certificates** comprise less than 60 credits, or equivalent, and generally involve in-depth study in a specific discipline. Students may, upon completion, continue their studies in order to pursue an undergraduate diploma and/or a baccalaureate degree.
2. **Undergraduate Diplomas** comprise 60 to 119 credits, or equivalent, and generally involve in-depth study in a specific discipline. Students may, upon completion, continue their studies in upper-level work in order to pursue a baccalaureate degree.
3. **Associate Degrees** are undergraduate credentials that follow the Degree Quality Assessment Board approved Associate Degree Framework and generally involve a broad range of course offerings balanced with in-depth study in a specific discipline. They normally include 60 credits, or equivalent, of lower-level work. Students may, upon completion, continue their studies in upper-level work in order to pursue a baccalaureate degree.
4. Advanced Certificates and diplomas require students to have completed an undergraduate diploma or associate degree prior to entry to the advanced certificate or diploma program. Advanced certificates and diplomas are normally characterized by in-depth study in specific disciplines.
  - 4.1. **Advanced Certificates** are awarded for the completion of a diploma (or equivalent) and up to 15 additional undergraduate credits,
  - 4.2. **Advanced Diplomas** are awarded for the successful completion of a diploma (or equivalent) and 16 or more additional undergraduate credits.
5. **Baccalaureate Degrees** are comprised of a minimum of 120 credits, or equivalent.
  - 5.1. They must include:
    - 5.1.1. The Senate approved TRU Institutional Learning Outcomes in the program of study,
    - 5.1.2. A minimum of 45 credits at the upper-level.
  - 5.2. There are two types of Baccalaureate degrees:
    - 5.2.1. First-year Entry which generally takes one of three forms:
      - 5.2.1.1. A combination of lower-level breadth requirements as a prerequisite for more specific discipline- and theme-based study at the upper level,
      - 5.2.1.2. A largely prescribed curriculum at both the lower and upper levels for specific discipline- or theme-based study,
      - 5.2.1.3. A general program featuring an interdisciplinary combination of courses at the lower and upper levels.
    - 5.2.2. Delayed Entry which usually focuses on preparing students for entry into a profession or occupational field and require the following:



- 5.2.2.1. Cumulative credits are undergraduate credits required for admission plus credits required to complete the degree,
- 5.2.2.2. A minimum of 30 prior university undergraduate credits, or equivalent, for admission.

6. **Post-Baccalaureate Certificates** require students to already hold a baccalaureate degree and are composed of a maximum of 30 additional undergraduate credits, or equivalent, in a specific area of study.
7. **Post-Baccalaureate Diplomas** require students to already hold a baccalaureate degree and are composed of a minimum of 31 additional undergraduate credits, or equivalent, in a specific area of study.

## 1.2 UNDERGRADUATE SPECIALIZATIONS

Undergraduate programs may be general or may have specializations based on their academic areas.

### 1. Specializations

- 1.1. Major: Consists of a minimum of 24 credits in a specific discipline or defined cross-disciplinary area with a minimum of 15 credits at the upper level. A major must be declared prior to the completion of 60 credits, unless otherwise stated by the program.
- 1.2. Minor: Consists of a minimum of 9 upper-level credits in a specific discipline. A minor must be declared no later than the commencement of the final semester of study. Unless stated otherwise by program guidelines, students may complete any TRU Minor regardless of the degree they are pursuing provided they are approved by the Dean (or designate) of their academic unit.
- 1.3. Thematic Option: Consists of a minimum of 24 credits in an approved interdisciplinary thematic area with 15 credits at the upper level. A thematic option should be declared prior to the completion of 60 credits, unless otherwise stated by the program
- 1.4. Concentration: Consists of a minimum of 12 upper-level credits in a specific discipline or defined cross-disciplinary area. A concentration may accompany a declared major or be independent of a major. A concentration should be declared prior to the commencement of the final semester of study.
- 1.5. Co-operative Education integrates a student's academic studies with paid work experience in approved employment opportunities. Students gain experience in a field related to their program according to the following criteria:
  - 1.5.1. Co-op work terms are developed and approved by TRU.
  - 1.5.2. The student is engaged in productive and meaningful work.
  - 1.5.3. The student's performance in the co-op work term is monitored by TRU.
  - 1.5.4. The student's performance in the co-op work term is supervised and evaluated by the employer and the co-op faculty.

### 2. Honours Degree

- 2.1. An honours degree requires the completion of a minimum of 120 credits. Of these, a minimum of 9 additional credits, beyond the number required in the non-honours option of the program, must be at the upper level.
- 2.2. Students must have a 'B' average in relevant university courses (relevant as defined by the program) upon admittance to an honours program and must maintain a cumulative

grade point average (GPA) of 3.00 in their final 60 credits. Individual programs may have additional, or stricter, standards than those mentioned above.

3. **Multiple Specializations:** Multiple Majors, Minors, Concentrations, Thematic Options, or Combinations of the Above are allowed in some degrees. To qualify for a double major or a double concentration, both majors and concentrations must be offered by the same degree program; otherwise, it is a multiple program. A degree with a double major, double minor, double concentration, double thematic option, or any combination of majors, minors, concentrations, or thematic options requires the satisfactory completion of all requirements of each of the individual majors, minors, concentrations, or thematic options.
4. **Multiple Programs:** Students may undertake more than one undergraduate program (certificate, diploma or degree) with the University. When students undertake multiple specializations within a single degree, they are considered double majors, minors, or concentrations.
  - 4.1. Multiple programs require the satisfactory completion of all requirements of each of the individual programs.
  - 4.2. Multiple programs may be completed either concurrently or sequentially.
  - 4.3. Graduating multiple program students will receive one credential for each of the programs. The credentials awarded to multiple program graduates will not differ from those awarded to graduates of the corresponding single credential programs.
  - 4.4. A minimum of 6 additional credits will be required for a dual certificate program.
  - 4.5. A minimum of 15 additional credits will be required for a dual diploma program.
  - 4.6. A minimum of 30 additional credits will be required for a dual degree program.
5. **Program Repeaters:** A student wishing to repeat an undergraduate program (e.g., to pursue an additional BA after having already completed a BA) will be permitted to do so, as long as the new area of study is in a different specialization than completed initially (e.g., Psychology versus English).
  - 5.1. All requirements for completion of the additional area of study must be met.
  - 5.2. A minimum of 6 additional credits will be required for the repeat of a certificate program.
  - 5.3. A minimum of 15 additional credits will be required for the repeat of a diploma program.
  - 5.4. A minimum of 30 additional credits will be required for a repeat of a degree program.
  - 5.5. In certain programs, at the determination of the Dean, repeating students will be admitted only if space is available once new applicants have been admitted.

## 1.3 GRADUATE CREDENTIALS

1. **Graduate Certificates** comprise graduate coursework and will typically have 25% or fewer credits, or equivalent, than a Master's degree offered in the same discipline. Students may, upon successful completion, continue their studies in order to pursue a graduate diploma and/or degree, where available.
2. **Graduate Diplomas** comprise graduate coursework and will typically have between 25% and 50% the number of credits, or equivalent, of a Master's degree in the same discipline. Students may, upon successful completion, continue their studies in order to pursue a graduate degree, where available.

3. **Master's Degrees** are comprised of a minimum of 24 credits, or equivalent, of graduate coursework and will typically require the equivalent of at least 4 semesters of full-time studies to complete. Master's degrees may be course based, course and project based, or course and thesis based.

## 2 CREDENTIAL REQUIREMENTS

### 2.1 GENERAL

1. To be eligible for a credential, a student must normally complete all courses within a period designated by the relevant program.
2. The criteria for the awarding of credentials are subject to the approval of the Vice-President, Academic, following advice from Senate.
3. When these criteria change, the criteria that apply to a particular student shall be those in effect when the student was admitted to the program.

### 2.2 RESIDENCE REQUIREMENTS

1. At least 50% of On Campus program's requirement must be completed through TRU.
2. The Planning Council for Open Learning will set the residency requirements for all Open Learning programs.

## 3 PROGRAM CAPACITIES AND SECTION SIZES

In order to help maintain appropriate educational standards, program capacities and maximum course section sizes shall be determined by the Provost and Vice-President, Academic, or designate, in consultation with the relevant department.

## 4 INSTRUCTIONAL DELIVERY

### 4.1 MODALITIES

Senate will approve specific definitions of Instructional Delivery Modalities and what courses are considered On Campus or Open Learning.

### 4.2 DEFINITIONS OF INSTRUCTIONAL DELIVERY METHODS

Various types of instructional delivery methods are used alone and in conjunction at TRU both through On Campus classes and Open Learning classes.

1. Lecture: instruction - standard format.
2. Seminar: subset of lecture instruction - participative format.
3. Lab: laboratory (hands on activity) instruction with laboratory equipment.
4. Work-Integrated Learning: Curricular experiential learning that formally and intentionally integrates a student's academic studies within a workplace or practice setting.
  - 4.1. This includes practicum, clinical, shop, fieldwork, studio, internship, co-operative education, work experience, or work-integrated learning.
5. Other special courses as defined in this policy.

## 4.3 SPECIAL COURSES

TRU recognizes that student learning can be enhanced by providing students the opportunity to go beyond the usual curriculum thereby enriching a program of study. Special courses are those which are offered under a “shell course” which has received academic approval and where the variability in content is sufficiently large that it would be appropriate for students to gain credit for taking multiple ‘versions of this course. Three methods through which such enhancements may occur are Selected Topics courses, Directed Studies courses, and Service Learning courses.

### 4.3.1 SELECTED TOPICS COURSES

1. Selected Topics courses contain content that varies from year to year and/or from instructor to instructor. These courses may also be used to offer instruction in a specialised area that is only possible due to the presence of short-term/visiting faculty.
2. These courses are identified in the calendar in the form of a ‘shell’ that defines the broad field of study with titles such as ‘Selected Topics in ...’ or ‘Topics in ...’ or ‘Studies in ...’ or ‘Special Topics in ...’ Academic approval of the ‘shell’ will follow Policy ED 8-2 Undergraduate Course and Program Approvals or the graduate course and program approval process.
3. Given that students may be able to receive credit for multiple versions of a Selected Topics Course, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is by the department Chair and Dean.
4. Individual programs may choose to limit the number of credits a student may accumulate from Selected Topics courses.

### 4.3.2 DIRECTED STUDIES COURSES

1. Directed Studies courses - are offered to small groups of students only.
2. These courses are identified in the calendar in the form of a ‘shell’ titled ‘Directed Studies’. Academic approval of the ‘shell’ will follow Policy ED 8-2 Undergraduate Course and Program Approvals or the graduate course and program approval process.
3. Given that students may be able to receive credit for multiple Directed Studies courses, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the faculty/school.
  - 3.1. After consulting with the proposed faculty supervisor or OL Program Coordinator, the student or instructor must submit a description of the course or project on the Directed Studies form to the Department Chair and/or OL Program Coordinator and subsequently to the Dean (or Dean’s designate) for approval. The description of the course or project will include a topic or project title (the subtitle which will appear on the transcript), a list of learning outcomes, major content or task areas, a list of resources to be used (text, bibliography, etc.), a method of evaluation, a supervision schedule, a start date, and a completion date.
4. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA, fourth-year standing) for Directed Studies courses in their area.
5. Students register for Directed Studies courses following the usual registration procedures by providing a copy of the approved Directed Studies form at registration.

6. Individual programs may choose to limit the number of credits a student may accumulate from Directed Studies courses.

### 4.3.3 SERVICE LEARNING COURSES

1. The University supports the use of experiential learning in all programs, and as such, the regulations that follow are not intended to restrict the use of experiential learning in regular course offerings at the University. The intent of these regulations is to outline the use of the acronym SERV (Service Learning) at TRU for a specific type of experiential learning.
2. SERV courses provide a venue for students to share their knowledge and skills with the community and to acquire new knowledge and skills through approved community-based projects. To be eligible to receive SERV credit, the student's service learning must demonstrate civic participation and community involvement, and must require some measure of formal critical reflection; in addition, the project must involve students (normally 3 - 5 hours per week) in organized community service that addresses local needs. These courses are titled SERV and are not part of a standard program of study, nor are they offered on a regular cycle; otherwise the course would be given a discipline specific acronym.
3. SERV courses are offered to small groups of students only (normally no more than five students at any time).
4. These courses are identified in the calendar in the form of a 'shell' with the acronym SERV and the title "Service Learning". Academic approval is required for each faculty/school that intends to offer the 'shell' according to Policy ED 8-2 Undergraduate Course and Program Approvals.
5. Students must have the agreement of a TRU faculty member who will supervise and support the individualized/group learning project.
6. Given that students may be able to receive credit for multiple SERV courses, such a course will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the faculty/school.
  - 6.1. Service learning projects may be initiated by students; by community members, groups, agencies, and organizations; or by faculty. For the project to qualify for service learning credit, a faculty member must first authorize the course and then agree to supervise, support, and evaluate the project. The Service Learning Form, which describes the SERV course, must be approved by the supervising faculty member, the Chair, and the Dean (or Dean's designate). The description of the course will include, at a minimum, the sub-title of the course, a list of learning outcomes, a method of evaluation, a supervision schedule, a start date, and a completion date.
7. Students registering for SERV courses follow the usual registration procedures by providing a copy of the approved Service Learning form at registration.
8. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA) for SERV courses in their area.
9. SERV courses normally carry elective credit, although, with departmental approval, courses that are directly related to the student's program of study may be used to satisfy Major requirements.
10. Students may take up to twelve credits of SERV toward their degrees. Individual programs may choose to further restrict the number and level of credits a student may accumulate from SERV courses.

## 5 COURSE VECTORING AND SCHEDULING

Semester-based courses shall be assigned vectoring by the Provost and Vice-President, Academic or designate, in consultation with the relevant department and Senate. The vectoring will specify the weekly hours of lecture, seminar and laboratory instruction. The vectoring will be designed to help maintain appropriate educational standards.

The schedule of semester-based courses for each semester shall be prepared by the Registrar, in consultation with the relevant departments.

### 5.1 ASSIGNMENT OF COURSE CREDITS FOR ACADEMIC AND CAREER TECHNICAL PROGRAMS

1. Main principles:
  - 1.1. Multi-semester course credits are assigned as the sum of each semester's credits.
  - 1.2. For courses of less than one semester duration, credits are assigned using the vectoring that would apply if the actual course contact hours were distributed in semesterized format.
  - 1.3. All courses must either be vectored (on a per-week basis) or have the total contact hours indicated in the calendar. When the total contact hour method is chosen, a reasonable breakdown among lectures, seminars, labs, practica should be chosen.
  - 1.4. A standard semester including the exam period is 15 weeks.
  - 1.5. Fifteen credits are considered to be a 100% course load per semester. Students need Chair or designate permission in order to take an overload.
  - 1.6. The perceived difficulty of the course curriculum as compared to other course curricula at TRU will not be factored into the credit assignment standard.
  - 1.7. Credit assignment is based solely on derived contact hours of instruction.
2. Credit Calculations:
  - 2.1. Educational delivery method and instructional weighting factor for credit assignment purposes:

Lectures and Seminars 1 actual hour = 1 derived instructional hour  
Labs 1 actual hour =  $\frac{1}{4}$  of a derived instructional hour  
Practica 1 actual hour =  $\frac{1}{2}$  of a derived instructional hour

Note: Once the total program credits are derived using the formula, the credits are to be distributed in proportion to the contact hours of each course. Any partial credit should be rounded down to the nearest whole credit.
  - 2.2. Calculation of derived hours:

Hours of instruction per week x (Weeks of instruction + Assessment) x instructional weighting factor = total derived hours

$$\frac{\text{total derived hours}}{15} = \text{derived hours per week}$$

Use (2.3) below to equate course derived hours per week to credits.

#### Examples of Credit Assignment to Credit Courses

Course	Total Derived Hours	Derived Hours Per week	Credits
ENGL 110 (4,0,0)	Lec (4)(15)(1) = 60	60/15 = 4	3
BIOL 310 (3,0,2)	Lec (3)(15)(1) = 45 Lab (2)(15)(¼) = 7.5	45/15 = 3 7.5/15 = .5 = 3.5	3
NURS 218 (0,4,12P)	Sem (4)(15)(1) = 60 Pract (12)(15)(½) = 90	60/15 = 4 90/15 = 6 = 10	5

2.3. Derived hours per week equate to the following credits:

< 1 hour	=	0 credits
1 hour	=	1 credit
2 hours	=	2 credits
3 -5 hours	=	3 credits
6 - 9 hours	=	4 credits
10 - 11 hours	=	5 credits
12 – 13 hours	=	6 credits
14 – 15 hours	=	7 credits
16 – 17 hours	=	8 credits
18 – 19 hours	=	9 credits
20 – 21 hours	=	10 credits

2.4. Distributed Learning Refer to Section 3. below

3. For courses delivered with no or few direct contact hours (e.g. Distance or Open Learning), credits are assigned using one of the following methods:
  - 3.1. Where the same TRU course is delivered in a vectored format, the credits assigned to the no-direct-contact-hours course must be the same.
  - 3.2. Where there is no TRU equivalent, then the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum under a vectored delivery model. Once the contact hour equivalent is determined, the contact hour/credit relationship defined in c) above should be applied.
  - 3.3. Credit assignment for co-operative education courses is assigned a three credit value.

## 5.2 ASSIGNMENT OF COURSE CREDITS FOR VOCATIONAL PROGRAMS

1. A full-time vocational (non-semesterized) program normally has 25 contact hours per week of instruction. The equivalent (to a semesterized delivery model) 100% (15 credit) load

# Educational Standards in Courses and Programs



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equals 15 weeks of full-time instruction. A vocational (non-semesterized) program has one credit assigned for every week of full-time instruction.

2. A program that is less than full-time will have credits distributed proportionally to the equivalent number of full-time weeks.

### Examples of Credit Assignment to Vocational Programs:

Program	Total Weeks		Credits
Automotive Service Technician Foundation Certificate	27 weeks		27
Water and Wastewater Technology Diploma	63 Weeks		63

3. Once the total program credits are derived using the formula, the credits are to be distributed in proportion to the contact hours of each course. Any partial credit should be rounded to the nearest whole credit.

DRAFT - for consultation purposes



# Non-Credit Courses and Programs



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<b>POLICY NUMBER</b>	ED 8-1
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Provost and Vice-President Academic
<b>ADMINISTRATIVE CONTACT</b>	Registrar

## **POLICY**

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All Thompson Rivers University (TRU) courses and programs fall into one of two categories: credit or non-credit. Credit Courses and Programs are all courses and programs approved under the Educational Standards in Courses and Programs policy (ED 8-0). Non-Credit Courses and Programs are not approved by Senate through the curricular governance process.

## **REGULATIONS**

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TRU offers short non-credit courses and programs in a wide variety of subjects. Registration in such courses is open to the general public. Completion of a non-credit course or program may lead to a Certificate of Completion, but academic standards are not normally defined. Non-credit courses and programs do not normally satisfy prerequisite requirements for credit programs.

Occasionally certification for a non-credit course or program may be provided by an external agency (as in the case of first-aid training, for example). However, TRU transcripts are not issued, nor do non-credit courses lead to TRU certificates, diplomas, or degrees.

# Graduate Course and Program Lifecycle



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<b>POLICY NUMBER</b>	ED 8-5
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Provost and Vice-President Academic
<b>ADMINISTRATIVE CONTACT</b>	Chair, Graduate Studies Committee (GSC)

## **POLICY**

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The criteria outlined in this policy are to be used by Senate in deciding whether to advance a new graduate program to the Board of Governors for approval. In order to maximize the reputation of TRU's graduate programs we are committed to ensuring that new graduate programs: build on existing research strengths; are feasible, viable and sustainable; share courses and faculty members with other programs wherever possible and desired; facilitate cross-disciplinary studies; and support the mission, values and goals of Thompson Rivers University.

Course or program proposals must be approved by the appropriate Departments and/or Curriculum Committees, Deans, and Faculty- or School Council(s) before submission to the Graduate Studies Committee (GSC).

Any change to an Open Learning course or program that affects admission criteria or residency must also be approved by the Planning Council for Open Learning.

## **REGULATIONS**

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1. To receive educational approval for new courses or course changes for inclusion in the ongoing educational offerings of TRU, proposals must be completed using the New Course or Course Change forms developed by the Office of Mission Fulfilment and Quality Assurance and approved by GSC.
2. To receive educational approval for new programs or program changes for inclusion in the ongoing educational offerings of TRU, proposals must be completed using the New Program or Program Change forms developed by the Office of Mission Fulfilment and Quality Assurance and approved by GSC.
3. Criteria for approval are set by the Office of Mission Fulfilment and Quality Assurance to align with the requirements for DQAB submissions and approved by GSC.
4. New degree programs and substantial program changes may also have to be approved by the Board of Governors and the Degree Quality Assessment Board (DQAB).

<b>POLICY NUMBER</b>	ED 8-2
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Provost
<b>ADMINISTRATIVE CONTACT</b>	Chair, Educational Programs Committee (EPC)

## **POLICY**

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It is the policy of Thompson Rivers University (TRU) to ensure that the instructional resources of TRU are used efficiently and effectively to meet the goals and objectives of the institution. This policy and its attendant regulations provide an orderly process by which proposals for new undergraduate courses and programs can be evaluated prior to their introduction into TRU's instructional profile.

Course or program proposals must be approved by the appropriate Departments and/or Curriculum Committees, Deans, and Faculty- or School Council(s) before submission to the Educational Programs Committee (EPC).

Any change to an Open Learning course or program that affects admission criteria or residency must also be approved by the Planning Council for Open Learning.

## **REGULATIONS**

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### **1 CATEGORIES OF CHANGES**

1. The EPC will receive all Category I changes (as defined by Senate) and will report these changes to Senate.
2. The EPC will receive all Category II changes (as defined by Senate) and assess the proposals. All approved proposals will be reported to Senate.
3. The EPC will receive all Category III changes (as defined by Senate) and assess these proposals. All proposals recommended for approval by EPC will be forwarded to the Academic Planning and Priority Committee (APPC).
4. The APPC will receive all Category III changes (as defined by Senate) and assess these proposals, in consultation with the Budget Committee of Senate. All proposals recommended for approval by APPC will be forwarded to Senate.

## 2 COURSE PROPOSALS

To receive educational approval for new courses or course changes for inclusion in the ongoing educational offerings of TRU, proposals must be completed using the New Course or Course Change forms developed by the Office of Mission Fulfilment and Quality Assurance and approved by EPC.

## 3 PROGRAM PROPOSALS

1. To receive educational approval for new programs or program changes for inclusion in the ongoing educational offerings of TRU, proposals must be completed using the New Program or Program Change forms developed by the Office of Mission Fulfilment and Quality Assurance and approved by EPC.
2. New degree programs, including new majors in existing degrees, and substantial program changes may also have to be approved by the Board of Governors and the Degree Quality Assessment Board (DQAB). DQAB has different submission requirements than EPC, so additional documentation is required.
3. Non-degree programs may have to be posted on the Post-Secondary Institutional Proposal System for feedback prior to implementation. The New Program form approved by EPC is posted, so no additional documentation is required.

## 4 DEADLINES AND SCHEDULE OF TIMELINES FOR COURSE AND PROGRAM PROPOSALS

1. It is imperative that academic units engage in effective curriculum planning so thorough course/program development and consultation takes place and all service areas have adequate time to prepare for change. Important duties of the service areas include:
  - Domestic and international program promotion and student recruitment;
  - Calendar and other promotion materials such as websites and brochures;
  - Faculty recruitment and selection;
  - Facilities development including library acquisitions;
  - Student registration;
  - Course scheduling; and
  - Academic advising and counselling.
2. Academic units must also be able to respond rapidly to changing market needs in an increasingly dynamic educational market. To ensure the proper balance between quality and flexibility, EPC requires that:
  - 2.1. Category III New Program and Program Change proposals should be submitted to EPC at least 19 months in advance of implementation. New Program and Program Change Proposals should be approved by the Application Date of October 1 for programs beginning in the following academic year.

## Undergraduate Course and Program Lifecycle



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- 2.2. New Course and Course Change proposals should be submitted at least six months in advance of the implementation date. New Course and Course Change proposals should be approved by the beginning of the registration period for the semester in which the new course will be offered or the course change becomes effective.
3. EPC will allow exceptions to these timelines if it feels that program quality and students' interests will not be jeopardized.

DRAFT - for consultation purposes

<b>POLICY NUMBER</b>	ED 3-5
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Registrar
<b>ADMINISTRATIVE CONTACT</b>	(Individual/group who has responsibility for applying policy)

## POLICY

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In order to achieve a uniform standard and comparability across Thompson Rivers University (TRU), standard letter grading systems shall be established. All final official grades shall be assigned and reported according to this letter grade system.

TRU grading systems are established for the purpose of reporting official course outcomes and are not intended to limit ways in which an instructor or Open Learning Faculty Member may choose to provide feedback to students during a course or program.

To assist with the determination of the appropriate final letter grade, this policy provides a numerical percentage range for each letter grade (except in the case of the Faculty of Law). Each letter grade has a numeric grade point value assigned.

Students are issued transcripts to document their achievement in credit courses. Cumulative GPA is calculated on all attempted TRU undergraduate or graduate credit courses.

## REGULATIONS

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### 1 GRADING SYSTEMS

#### 1.1 GRADUATE PROGRAMS

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
A+ A A-	90–100 85–89 80–84	4.33 4.00 3.67	Excellent.

<b>B+</b>	77-79	3.33	Very Good.
<b>B</b>	73-76	3.00	Good.
<b>B-</b>	70-72	2.67	Marginal Pass – A passing grade indicating marginal performance. Student not likely to succeed in subsequent courses in the subject.
<b>F</b>	0-69	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.
<b>DNC</b>		0.00	Did not complete the course; less than 50% of course work completed or mandatory course component(s) not completed. No official withdrawal.

## 1.2 UNDERGRADUATE ACADEMIC/CAREER/DEVELOPMENTAL PROGRAMS

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
<b>A+ A A-</b>	90-100 85-89 80-84	4.33 4.00 3.67	Excellent. Superior performance showing comprehensive, in-depth understanding of subject matter. Demonstrates initiative and fluency of expression.
<b>B+ B B-</b>	77-79 73-76 70-72	3.33 3.00 2.67	Very good. Clearly above average performance with knowledge of principles and facts generally complete and with no serious deficiencies.
<b>C+ C</b>	65-69 60-64	2.33 2.00	Satisfactory. Basic understanding with knowledge of principles and facts at least adequate to communicate intelligently in the discipline.

<b>C-</b>	55–59	1.67	Pass. Some understanding of principles and facts but with definite deficiencies.
<b>D</b>	50–54	1.00	Minimal pass. A passing grade indicating marginal performance. Student not likely to succeed in subsequent courses in the subject.
<b>F</b>	0–49	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.
<b>DNC</b>		0.00	Did not complete the course; less than 50% of course work completed or mandatory course component(s) not completed. No official withdrawal.

## 1.3 VOCATIONAL PROGRAMS

	Numerical Grade	Grade Points	Letter Grade Definitions
<b>A+ A A-</b>	98–100 94–97 90–93	4.33 4.00 3.67	Excellent. Superior performance showing comprehensive, in-depth understanding of subject matter. Demonstrates initiative and fluency of expression.
<b>B+ B B-</b>	86–89 82–85 78–81	3.33 3.00 2.67	Very good. Clearly above average performance with knowledge of principles and facts generally complete and with no serious deficiencies.
<b>C+ C</b>	74–77 70–73	2.33 2.00	Satisfactory pass. Basic understanding with knowledge of principles and facts at least adequate to communicate intelligently in the discipline, but with definite deficiencies.
<b>F</b>	0–69	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.
<b>DNC</b>		0.00	Did not complete the course; less than 50% of course work completed or mandatory course component(s) not completed. No official withdrawal.



## 1.4 FACULTY OF LAW

GRADE	GRADE POINTS	DEFINITION/COMMENT
<b>A+</b>	4.33	Outstanding. Exceptional performance.
<b>A A-</b>	4.00 3.67	Excellent. Superior performance showing comprehensive understanding of subject matter.
<b>B+ B B-</b>	3.33 3.00 2.67	Good. Knowledge of subject matter generally complete.
<b>C+ C C-</b>	2.33 2.00 1.67	Satisfactory. Basic understanding of the subject matter.
<b>D+ D</b>	1.33 1.00	Marginal.
<b>F</b>	0.00	Fail. Unsatisfactory performance or failure to meet course requirements.

## 2 AUDIT STUDENTS

1. Students who register to audit a course must satisfy the instructor that they are taking reasonable steps to complete course requirements, although no formal evaluation procedures are required. If in the judgment of the instructor a student is not doing this, a grade of W will be recorded.
2. Students must meet with the instructor at the commencement of the course, or prior to a change to Audit status, to agree on what constitutes reasonable steps to complete course requirements.
3. Students who wish to change from Credit to Audit status must do so by the end of the second week of the semester.
4. Departments have the right to refuse an audit student's participation.

## 3 TRANSCRIPT NOTATION

Information pertaining to the type of credential (honours, major, minor, concentration, and thematic option) will be printed on the student's transcript upon completion of all requirements for the credential.

## Transcript Notations (all transcripts)

TRANSCRIPT NOTATION	TITLE	DEFINITION/COMMENT
<b>AEG</b>	Aegrotat	A pass standing based on satisfactory term marks, but student has been unable to complete all course requirements due to disabling illness or other circumstances. This standing is awarded only if the course instructor and the Dean agree that the student has demonstrated the capacity to be successful in the course.
<b>AUD</b>	Audit	No credits granted.
<b>CIP</b>	Course in Progress	Indicates regularly scheduled one-semester course is still being completed with final grade to follow.
<b>COM</b>	Complete	Assigned when competency- based work components, practica/work placements, or pass/fail courses are completed.
<b>CR</b>	Credit Granted	Subject to the fourth paragraph of this Policy, credit awarded for assessment of learning in some Faculty of Law courses. Excluded from the GPA calculation.
<b>CTN</b>	Continuing	Multiple semester course; course continues into the next semester(s).
<b>DEF</b>	Deferred	Regularly scheduled course work has not been completed, but instructor and student agree on completion at a later date. A DEF normally becomes a DNC after six weeks. In the case of programs that require a thesis or a major project, or if significant extenuating circumstances are presented, a DEF can be extended for up to one additional term of study with the approval of the Dean (or designate).
<b>E</b>	Excluded Grade	Grade not included in GPA calculation.
<b>I</b>	Included Grade	Grade included in GPA calculation.

<b>L</b>	Law Supplemental Evaluation	Indicates a revised grade following the completion of a Supplemental Exam or paper due to achieving a D+, D or F in the first attempt at the examination or paper (Faculty of Law only).
<b>NCG</b>	No Credit Granted	Subject to the fourth paragraph of this Policy, used in competency- based courses to indicate course or program standard has not been met. Excluded from GPA calculation.
<b>S</b>	Satisfactory	Credit awarded for assessment of learning acquired outside an accredited post-secondary institution setting (i.e. prior learning assessment).
<b>W</b>	Withdrawal	Withdrawn from course according to established policy. No credit granted.

DRAFT - for consultation purposes

# Satisfactory Academic Progress



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<b>POLICY NUMBER</b>	ED 3-2
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Provost and Vice President Academic
<b>ADMINISTRATIVE CONTACT</b>	Registrar

## **POLICY**

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All students taking undergraduate or graduate credit courses at the University are expected to maintain a minimum standard of academic performance. While Faculties/Schools set progression standards for specific programs, these standards will in no case be below the achievement of a Cumulative Grade Point Average (GPA) of 1.67 following the attempt of 24 undergraduate or graduate credits.

In order to ensure maximum student success and the responsible use of program and course resources, the University may set limits on the number of times students may attempt a course or program.

Students in on-campus programs and courses may use Academic Renewal. Academic Renewal allows a returning student to apply to the Registrar's Office for academic forgiveness of the prior cumulative grade point average. This option is designed for undergraduate students who have gained maturity outside of higher education and have demonstrated acceptable academic performance following their return.

## **REGULATIONS**

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Subject to the approval of the Vice-President, Academic (or designate), specific grade or grade point average requirements may be set for progression from one course into another, or for promotion from one semester of a program into another.

### **1 SATISFACTORY ACADEMIC PROGRESS**

1. Academic progress will be assessed on an ongoing basis.
2. Students who have met the minimum standard for their program will be deemed In Good Standing.
3. For students in a graduate program, a student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise and places them on Academic Probation.
4. For students in an undergraduate course or program, a student who is not deemed to be In Good Standing will be placed on Academic Probation and subsequent enrolment may be subject to academic restrictions and/or specialized programming and support.

## Satisfactory Academic Progress



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5. Students placed on Academic Probation who remain below their program's minimum standard, or below the 1.67 Cumulative GPA after attempting an additional 24 credits or equivalent, and have not shown significant improvement, will be prohibited from registering at TRU for 12 months.

## 2 COURSE REPEATERS

1. Subject to the policies and/or criteria of each program, any student may attempt a given course two times. An attempt is determined to have occurred when any record of the course attempt appears on the student's transcript. A student wishing to attempt the same course for a third or subsequent time will be permitted to register only with the approval of the Chair of the department offering the course (for campus-based courses) or the approval of the Faculty/School designate (for Open Learning courses).
2. Subject to the policies and/or criteria of each program, once reregistered in an Open Learning non-consortium course, students may request that their Open Learning Faculty Member recommend to the Faculty/School designate to have assignment marks brought forward to the new registration.
3. In certain programs, repeating students will be admitted only if space is available once new applicants have been admitted.

## 3 ACADEMIC RENEWAL

1. Academic Renewal applies only to returning on-campus undergraduate students who had previously attempted 30 or fewer credits and have had an absence of at least three calendar years from any post-secondary institution (except to complete courses required for re-admission, if any).
2. Academic Renewal will affect the student's cumulative grade point average in all courses taken prior to the minimum three year absence. Only courses with an original grade of C- or better may count towards program graduation requirements. In all cases, program requirements must be met.
3. A minimum of 12 credits of graded courses with a grade point average of at least 2.0 must be completed after returning before an Academic Renewal may be requested of the Registrar's Office. For purposes of Academic Renewal, only credit (transcriptable) courses will be considered.
4. With the approval of the Registrar or designate, the student will be granted Academic Renewal. The student's transcript will remain a record of all coursework completed. Courses taken prior to the three or more year absence will not be used in computing cumulative grade point average. The transcript will have "Academic Renewal" noted on it at the end of the last semester counting towards the Academic Renewal.

Note: Academic Renewal is a policy of Thompson Rivers University (TRU) and may not be recognized by outside agencies or other institutions.

<b>POLICY NUMBER</b>	ED 2-4
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Registrar
<b>ADMINISTRATIVE CONTACT</b>	(Individual/group who has responsibility for applying policy)

## **POLICY**

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In order for students to complete the University's credentials in a manner that respects the knowledge that students have acquired at other recognized/accredited educational institutions, the University supports the use of transfer credit.

The University acknowledges that the awarding of transfer credit does not guarantee that this transfer credit will be applicable to the credential being pursued by the student.

At a minimum, in determining when transfer credit is applicable to a student's program, the University will abide by the Pan Canadian Protocol on the Transferability of University Credit (<http://www.cmec.ca/Publications/Lists/Publications/Attachments/198/Pan-Canadian-Protocol-Transferability-University-Credits.pdf>).

## **REGULATIONS**

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Thompson Rivers University encourages the recognition of credit for courses taught at other institutions.

### **1 GUIDELINES FOR GRANTING TRANSFER CREDIT**

1. Comparison of course curriculum forms the basis for considering credit recognition at the University.
2. Specific credit will be given for courses that have similar content and learning outcomes. In some cases [upper/lower] level courses successfully completed at other institutions may transfer as equivalent to [lower/upper] level courses at the University. When equivalency cannot be determined, unallocated credit may be granted.
3. Credits applied towards a completed credential cannot be considered for transferability to a credential at a lower level in the same academic area.
4. Courses accepted by any two public recognized/accredited Canadian universities, colleges, and/or institutes should be transferable to the University and, when applicable, to the equivalent University program.



5. Transfer credit may be given only for credit courses receiving a passing grade from the granting institution.

## 2 TRANSFER OF CREDIT EARNED IN ASSOCIATE DEGREES

The University guarantees sixty (60) credits will be awarded to transfer students who hold an Associate Degree awarded by a BC post-secondary institution that follows the Degree Quality Assessment Board approved BC provincial Associate Degree requirements. Students must still fulfill all requirements of the credential being pursued (i.e. the requirements of the credential being pursued will determine

## 3 UNIVERSITY PARTNER AGREEMENTS

Credit assignments for courses involved with university partner baccalaureate degree programs are to remain assigned as per each university's credits. Once the partner arrangements are terminated, each course credit assignment must be revised where needed to meet TRU policy.

# Prior Learning Assessment and Recognition



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<b>POLICY NUMBER</b>	ED 2-0
<b>APPROVAL DATE</b>	(Leave blank; will be completed once approved)
<b>AUTHORITY</b>	Senate
<b>CATEGORY</b>	Educational
<b>PRIMARY CONTACT</b>	Director, Prior Learning Assessment and Recognition
<b>ADMINISTRATIVE CONTACT</b>	(Individual/group who has responsibility for applying policy)

## **POLICY**

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1. Thompson Rivers University (TRU) recognizes that adult learners acquire knowledge and skills through life and work experience. Through prior learning assessment and recognition (PLAR), TRU will assess this knowledge and skills and grant credit/recognition for the learning that has taken place.
2. PLAR is the assessment by some valid and reliable means, of what has been learned through formal and non-formal education, training or experience that is worthy of credit in a course or program offered by TRU. PLAR is used to evaluate knowledge, skills and competencies which may have been acquired through, but not limited to, work experience, independent reading, hobbies, volunteer work, non-formal learning, travel and artistic pursuits.

The assessment and evaluation of prior learning and the determination of competency and credit awarded, will be done by instructional or faculty staff who have the appropriate subject matter expertise, but other staff in an institution may have a supporting role in the process.

The work required for PLAR includes, but is not limited to, classroom-based and individual advising; classroom-based and individual assessment, training and upgrading; development of assessment tools; and training in the use of flexible assessment.

3. TRU accepts credit earned through PLAR (as transfer credit) from all Canadian accredited post- secondary institutions that have formally adopted quality assurance standards from a recognized organization such as the Council for Adult and Experiential Learning, the European Union or UNESCO. Such transfer credit is applied in the context of TRU course and program requirements

## **REGULATIONS**

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1. TRU offers candidates several methods of documenting and demonstrating that they have achieved an appropriate level of prior learning. No single PLAR method is best for all



situations. With the help of a PLAR Facilitator, methods should be selected to suit the unique needs of the particular situation.

2. TRU will award credit or equivalent recognition only for prior learning which is appropriately documented or demonstrated and which is at an appropriate level. PLAR is a process which challenges learners to claim and articulate their knowledge, skills, abilities, and values based on documentation that describes learning or provides evidence of learning.
3. PLAR is primarily for learning acquired outside of an accredited/recognized educational institution, but courses which are not eligible for transfer credit may be eligible for credit via the TRU Credit Bank or via Prior Learning Assessment and Recognition.

## 1 PLAR DIRECTOR

The Director, PLAR acts as the contact person for PLAR inquiries; offers orientation seminars, portfolio preparation courses and other PLAR related courses; and acts as liaison between the assessor(s) and the learner.

## 2 PLAR ASSESSOR

Prior learning will be assessed by qualified specialists, approved by the relevant department/program, who have expertise in the area to be assessed and training in assessment methods that meet quality assurance requirements for PLAR. Assessors will be responsible for ensuring that the documentation provided by the learner supports the claim for credit/recognition. If the assessor determines that the knowledge the learner has demonstrated is sufficient and appropriate, credit/ recognition will be granted.

The Director, PLAR will work with assessors with content expertise to develop appropriate assessment methods and/or provide training to content experts in how to conduct PLAR assessments.

## 3 DOCUMENTATION AND DEMONSTRATION OF ACHIEVEMENT

1. Eligibility
  - 1.1. A learner requesting PLAR must normally be admitted to a TRU program before the PLAR process will be commenced.
  - 1.2. PLAR can be used to accumulate credit in programs or to satisfy admission requirements to certain programs upon approval by the appropriate department chair or designate.
  - 1.3. PLAR can be used to satisfy residency requirements for TRU—OL programs.
2. Evidence
  - 2.1. All PLAR requires evidence. The learner has the primary responsibility for preparing the evidence that learning has taken place and that it contributes to an appropriate balance of theory and practical application. Tangible proof of competence can be provided through documentation of accomplishments or demonstration of skill and knowledge. Depending on the subject area, certain types of documentation or demonstration are more useful than others.
3. Examinations

- 3.1. The purpose of exams is to measure knowledge of the content of, or the achievement of, the learning outcomes that are equivalent to those of a specific course.
- 3.2. Challenge exams are created for students who have not attended the course but who wish to demonstrate that they have achieved the course outcomes. Challenge exams are designed by a course instructor or Open Learning Faculty Member.
- 3.3. Standardized exams are prepared by national organizations, such as the College Level Examination Program (CLEP); are applicable to a large population; and measure a specific level of achievement in a specific subject.
4. Equivalencies
  - 4.1. Course equivalencies are awarded to learners who have completed and been evaluated in programs, professional licenses, or professional certificates outside of the college or university system. These non-formal programs and credentials are evaluated by TRU, and credit may be granted if the program or credential meets the TRU Credit Bank assessment criteria.
5. Portfolios
  - 5.1. Portfolios summarize the learning gained from non-formal learning experiences. A portfolio is a collection of information that demonstrates the depth and breadth of what the learner knows and/or can do. A portfolio can be used alone or in combination with other methods of assessment. It provides evidence of learning.

## 4 CONDITIONS

1. Credits granted for prior learning towards a specific program at TRU can be used in other programs at TRU.
2. Credits granted for prior learning at TRU may not always be transferable to other institutions. It is the responsibility of the learner to determine transferability.
3. For programs offered on TRU campus, a maximum of twenty-five percent (25%) of the credits required in a program will be awarded for prior learning. Exceptions to this would be subject to recommendation by the appropriate Faculty Council and approval of the Dean. For programs offered through TRU-OL, Planning Council for Open Learning will establish the proportion of each credential that can be gained through PLAR.
4. Not all courses are eligible for PLAR; non-eligibility will be determined by the appropriate department after consultation with the Director, PLAR.
5. Credit awarded through PLAR will be monitored to avoid awarding credit more than once for the same learning in a course/program.
6. A successful PLAR will apply only to the designated course and will not constitute a successful PLAR of any prerequisites to that course.
7. PLAR will not normally be granted for a course previously transcribed without the special permission of the department and without reasonable evidence of the acquisition of new knowledge.
8. Transcripts reflect the course being granted credit with a grade of S, which will count as credits attempted and taken, but not for GPA calculations.
9. If a request for PLAR is unsuccessful, there will be no listing on the transcript.
10. Learners who receive an unfavourable decision from the assessor will have access to TRU's appeal process.
11. Students are advised to consult with the Financial Aid office regarding any impacts enrollment in PLAR courses may have on eligibility for student aid.

## 5 FEES

PLAR assessments are done on a cost-recovery basis. The cost of PLAR will be based on the services performed in the assessment process and the number of credits requested. For assessment of PLAR for an individual course, this cost will not be more than the course fee charged as defined by the tuition fee schedule. Students are responsible for all associated costs involved with PLAR which may include long-distance phone calls to an assessor, travel to an assessment site and/or mailing a portfolio to an assessor. All fees are non-refundable.

DRAFT - for consultation purposes

## 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

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### 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.

**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

---

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:

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- 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;

- 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 date of abeyance status: October 21<sup>st</sup>, 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.



**NURSING FACULTY COUNCIL MEETING  
MINUTES**

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

<b>Attendees</b>			
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	
<b>Regrets</b>			
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 am.
- 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**

Diane 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 a minimum of 50% on final exams/evaluations after going through the circular process.” “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

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



## MEMORANDUM

To: Academic Planning and Priorities Committee  
From: Brett McCollum, Chair of Teaching and Learning Committee  
Date: November 4, 2024  
Subject: Update of Student Course Evaluation Principles and Procedures

### Purpose of this document:

This memo is to advise APPC of changes to the Student Course Evaluation Principles and Procedures that have been approved by the Teaching and Learning Committee of Senate.

This is provided as information only. No decision is requested.

### Background:

To ensure that the University's processes are responsive to the needs of our community, Senate's Teaching and Learning Committee (TLC) is charged with reviewing the Student Course Evaluations Principles and Procedures (SCE P&P) on a cyclical nature. The Student Course Evaluation Working Group (SCE WG) of TLC was organized to examine the SCE P&P, receive input on the SCE P&P, and make recommendations to the TLC.

Over the last few years, requests have been received from faculty members to include late responses in SCE reports. Under current practices, SCE responses submitted more than 48-hours after the survey is administered are considered late responses and are not included in reports.

Based on data from Winter 2023, 94% of all student responses to SCEs are received within the first 30 minutes of the survey being administered, increasing to 96% of responses submitted within the 48-hour window. The remaining 4% of responses are late responses and are not included in reports. Similar data are available from other semesters.

While the number of late responses is relatively small, almost 1 in 3 SCE surveys had at least one response beyond the 48-hour window. This reduces the number of responses included in a survey report. To reduce the risk of loss of anonymity for respondents, SCE reports that have less than 5 responses cannot be accessed by the instructor. This minimum-response threshold affects approximately 1 in 7 of all SCE surveys for on-campus courses. Faculty teaching small enrolment



courses, courses that meet only once per week, or courses that are delivered without a regular synchronous component (i.e. work placement) are disproportionately affected.

## Discussion:

To support faculty in receiving the minimum number of survey responses, the SCE WG examined the existing time window for valid survey responses and alternative options.

Based on the Winter 2023 data, 94% of all student responses to SCEs are received within the first 30 minutes of the survey being administered. Despite having 48 hours to complete the survey, a significant majority of students are choosing to submit their responses without delay. This data suggests that extension of the time window for valid responses would not significantly impact faculty that regularly meet the minimum-response threshold.

Additional time for valid responses is anticipated to only slightly increase survey response rates. However, historical data suggests that for SCE surveys that do not meet the minimum-response threshold (1 in 7 surveys), a longer window of time for valid data collection permits faculty to receive the minimum number of student responses.

SCE WG examined options for alternative time windows for valid SCE survey responses, and considered the implications on procedures for data collection. SCE WG surveyed faculty members on the proposed revision to the time window for valid responses. Over 130 faculty members participated in the survey. An analysis of faculty feedback from the survey is attached.

## Summary of Approved Amendments:

- TLC approved updating the time window for valid SCE survey responses to 7 days + 1 hour (169 hours).
- Additional edits were approved by TLC to the SCEP&P to accurately reflect practices.

## Summary of Engagement:

- Teaching and Learning Committee (November 2023 – August 2024)
- Integrated Planning and Effectiveness (November 2023 – August 2024)
- Survey to TRUFA members (August – September 2024)
- Review and approval of changes to SCEP&P by TLC (October 16, 2024)

## Attachments:

- Analysis of faculty feedback
- Student Course Evaluation Principles & Procedures (October 9, 2024)



## Student Course Evaluation Working Group of TLC

### Analysis of faculty feedback

The number of faculty responses received was 131.

The current time limit for valid responses to SCE surveys is 48 hours. Roughly half of all respondents (49%) have at least one of their classes scheduled with more time between them than the SCE response valid time limit.

A minimum of five responses to a SCE survey must be received for the faculty member to view the report. More than half of faculty members (53%) have experienced having fewer than the minimum number of responses.

Faculty members were asked to consider a proposal to change the time window for valid SCE responses from 48 hours to 169 hours. A majority of faculty members (52%) do not anticipate any change to their SCE report access with the longer valid response time window. However, faculty members that have previously received fewer than the minimum number of responses are significantly more likely to anticipate that a longer valid response time limit would increase their access to SCE reports (26% vs. 11%).

Open-response feedback on the potential benefits and drawbacks was collected and categorized. Results are shown below with the number of responses per category shown in parenthesis.

Benefits
More time & opportunity for responses (53)
None/minimal (27)

Drawbacks
Will decrease responses (16)
Permits responses from non-attenders (9)
Possible discussion between respondents (10)
Long for an 8-week course (2)
None/minimal (34)

Some responses requested that the surveys be automatically distributed to students by the university. Faculty respondents also reported challenges in convincing students to complete the survey, identified concerns with SCE survey exhaustion, and frustration with the inability to track response rates while the survey is open. IP&E has clarified that this is a technical limitation of the survey tool. However, it is possible for faculty to contact IP&E while the survey is open for an update on response rates.

The SCE Working Group recognizes that the current procedures, which permit valid responses within 48 hours, provides opportunity for students to meet outside of class before submitting survey responses. However, data from past semesters reveals that if this practice is occurring it is relatively minor across the university with 94% of all student responses to SCEs are received within the first 30 minutes of the survey being administered.

## Student Course Evaluations—Principles and Procedures

The proposed revised Course Evaluation Principles and Procedures document was drafted to ensure it reflects the TRU Governance approval process, as well as incorporating issues identified by faculty members and operational services.

### Background

Regular student feedback is important to ensure an effective student learning experience. As such, Senate adopted: “that student course evaluations will be carried out for all courses every time a course is offered” (December 16, 2013). The evaluation tool will consist of items that allow students to provide faculty members and Chairs with insight into their learning in individual courses. On March 23, 2015, the Teaching and Learning Committee (TLC) presented the February 3, 2015 draft of the Principles and Procedures document to Senate for information. This document included a proposed evaluation instrument. It was adopted that the evaluation instrument would include the four Senate-approved questions (February 22, 2016). In addition, at this meeting, was advised of the four bullet points below as part of the *Principles & Procedures* document regarding course evaluations:

- The administration of course evaluations will be undertaken by Integrated Planning and Effectiveness (IPE) in conjunction with IT Services;
- The instructions for administering course evaluations will note the need for students to fill out the evaluation individually;
- Support will be provided for the education of all campus stakeholders on the appropriate use of formative course evaluations as one source of data for the formative evaluation of teaching effectiveness;
- Support will be provided for ongoing research into the process and products of course evaluation such that TRU can ensure that the process is fair and equitable for all faculty and students.

Last updated: October 9, 2024

## Memorandum of Settlement

In addition to the governance approval process noted above, a memorandum of settlement between TRU and the TRU Faculty Association (TRUFA) (July 21, 2015) outlines several procedural terms in regards to course evaluations, including:

- The Instructional Development and Support Committee (IDSC, *now called the Teaching and Learning Committee*) will provide departments with another opportunity to contribute questions to be considered in the development of a bank of questions, should they wish to do so. The IDSC will develop the final bank of core questions for use in the second section of the student evaluation questionnaire.
- The student evaluation questionnaire resulting from this process satisfies Article 7.3.7.2 (b) and Letter of Understanding No. 31.
- The collective agreement will apply in determining whether a student evaluation is formative or summative.
- Individual formative evaluation results will be provided to individual faculty members and their department Chair.
- Aggregate evaluation results will be provided to the University community.
- Deans may obtain the individual evaluation results for a specific faculty member.
- Student evaluation questionnaires are to be administered in class and the University will ensure that students have the necessary tools to complete the questionnaire.
- This settlement is without prejudice and without precedent.
- Nothing herein overrides the jurisdiction of Senate.



## **Principles and Procedures**

### **Goals of Student Course Evaluations**

1. To provide data to continuously improve student learning
2. To provide faculty members with information on their performance to enhance their effectiveness and instructional development
3. To provide data to assess program and course learning outcomes
4. To provide faculty members, departments, faculties, and the university with a source of data regarding students' course and learning experiences.

### **Principles of Student Course Evaluations**

Course evaluations instruments and procedures should:

1. Provide information that is student-centred
2. Provide information that is learning centred
3. Provide formative and continuous feedback to faculty members
4. Reflect the diversity of programs, course content, and course delivery
5. Provide data to assist in assessing program learning outcomes and useful aggregate data to the department, faculty, and institution.

#### **1. *Student Centred***

Course evaluations are an important mechanism for students to provide feedback on their experience of learning in a course. They also provide students with an opportunity to summarize their experiences at the end of a course that can be used by faculty members to maximize the learning and success for their students in future offerings.

#### **2. *Learning-Centred***

Student course evaluations should be viewed as learning-centred for the student and the faculty member. In other words, the procedures should enable a continuous learning model on the part of both students and faculty. For students, providing feedback develops the abilities to effectively reflect on and constructively comment on their experience in a course. For faculty, receiving feedback assists them to effectively reflect on and constructively respond to students' experiences and to provide space for them to situate their own teaching experiences of a course within the feedback from learners.

#### **3. *Formative and Continuous Feedback***

TRU is committed to increasing student success and eliminating achievement gaps (TRU 10-year Strategic Change Goals 2023-2033). Student course evaluations are one important source of evidence for continuous improvement of teaching to increase student success. Others include, but are not limited to, course learning outcomes, peer review of teaching, receipt of teaching awards, scholarly studies of teaching practices,

the scholarship of teaching and learning, letters from students and colleagues, etc. (Gravestock & Gregor-Greenleaf, 2008). The Centre for Excellence in Learning and Teaching (CELT) will provide support for TRU in moving toward a continuous improvement model of teaching that includes resources, workshops and events for departments and individual faculty.

TRU Senate believes it is important for faculty to receive regular feedback from students on their experience of learning in TRU courses so has adopted: "student course evaluations will be carried out for all courses every time a course is offered."

#### **4. Course Evaluation Instrument: Reflecting the Diversity of Programs**

The course evaluation instrument (see Appendix A) will include the four Senate approved questions (Part I) and discipline specific questions (Part II). The discipline specific questions (normally, no more than 16, including two to three open-ended questions) provide departments with the opportunity to customize the instrument to reflect their discipline and/or course format/delivery.

##### **Custom Questions Approval Process**

Approval process for discipline specific custom questions:

1. Discuss custom questions as a department
2. Provide custom questions to the CELT for feedback
3. Submit custom questions to Faculty Council for approval
4. Provide approved custom questions to the CELT to distribute to IPE

Senate approved questions may only be modified in very specific circumstances. These modifications must retain intent and meaning of the original questions.

Approval process for changing four Senate approved questions:

1. Senate must submit request to Teaching and Learning Committee with recommended changes to senate-approved questions and rationale.
2. Teaching and Learning Committee will work with CELT to develop new or change current questions.
3. Teaching and learning committee will submit questions to APPC of Senate for approval
4. CELT will provide Senate approved questions to IPE

#### **5. Data Use and Reporting**

Student responses will be kept confidential. Course evaluation data will be stored on a secure server in Canada. This raw data is accessible only by some IPE staff. The course evaluation data will be analysed by Integrated Planning and Effectiveness (IPE) at the end of each administration cycle.

Individual faculty members will receive their course results (including both quantitative data and the comments provided by students) electronically and confidentially. Chairs will receive a copy of the results for each faculty member in their Schools/Departments.

Deans and Chairs receive an overall report on their Faculty. Upon request, Deans may obtain the individual evaluation results for a specific faculty member.

In addition to the Faculty-level reports, CELT, with the assistance of IPE, will report annually on institution level achievements and areas for improvement and provide Senate with institutional strategies co-developed with Deans for improvement (note: the course evaluation results will be considered along with other sources of student feedback like responses to National Survey of Student Engagement (NSSE) surveys and Canadian University Survey Consortium (CUSC) surveys).

## **Procedures**

### ***Administering the Evaluation Instrument***

Integrated Planning & Effectiveness (IPE) will administer the surveys and will place the links to course-specific surveys in students' MyTRU accounts.

Every faculty/school will receive a proposed list of course sections for evaluation from IPE prior to each administration cycle. Deans and Chairs will be asked to review and confirm the course lists, course instructors, and scheduled course dates prior to the specified due date. IPE will use the validated lists to administer the surveys and place the links to course-specific surveys in students' MyTRU accounts. This validation process is also important in disseminating reports to the faculty members.

For semester-based courses, the evaluations will be administered to students in the last three weeks of each term. Faculty members will build in time during a class within this period for students to complete the evaluations. Faculty members will decide and coordinate the exact date within this three-week period for the student course evaluation to occur. In cases where a course does not follow the typical semester format, this timeline can be altered, but only insofar as evaluations are meant to be completed toward the end of a course.

Faculty members will be provided with a password to unlock the link for the on-line surveys, which they will provide their students. They will also be provided with instructions for administering the evaluations. Communications with faculty members will occur through their individual TRU email accounts.

Course evaluation survey links for regular semester-based courses will be available via students' MyTRU accounts. For exceptions and courses that do not follow the semester schedule, survey links will be distributed to the faculty member's TRU email account.

Faculty members should ensure that students are aware of the evaluation date. Students will complete the surveys individually, online, using an appropriate electronic device (e.g., laptop, tablets, Smart phone, etc.). Student devices do not require a data plan, but the device must have Wi-Fi capabilities.

Faculty members should:

- Inquire if students have access to such a device and request they bring it to class on the day of the Student Course Evaluation.
- Inform students that electronic devices can be signed out from the TRU library for use.

Faculty members may also consider:

- Booking time in a computer lab – this may be worth considering if there are a large number of students without in-class access to a device.

On the day of the evaluation:

1. Students should be informed of the importance of course evaluations and that their feedback allows faculty members to continuously improve their teaching to support the learning for future students.
2. Faculty members administering the evaluation will provide instructions to students. Please note, these instructions are guidelines –language can be modified to suit the teaching style/philosophy and course context.
3. Students should be informed that they have at least 10 minutes to complete the survey
4. Students should be reminded, as per the instructions, to complete the survey independently. Students are encouraged to submit feedback on their own learning experience when completing the Student Course Evaluation.
5. Students should be provided with the password which was sent to faculty members, to open the survey.
6. Faculty should remain unobtrusive during the completion of the evaluations.

Students who are absent from class will have the opportunity to complete the Student Course Evaluation within 169 hours from the time it is first administered in class (“unlocked”), and will need to obtain the necessary password from the faculty member. The first valid response received starts this 169-hour period. Responses will only be included in reporting if submitted within this 169-hour period.

Students with disabilities will be accommodated in compliance with BRD 10-0.

Faculty members may administer the Student Course Evaluation themselves or choose to have a colleague administer it.

## **Course Evaluation Data**

Evaluation data will not be available until final grades are submitted, typically within three weeks of the grade due date.

Data from evaluated course sections receiving less than five validated responses cannot be accessed for that individual course section. However, data from multiple course sections can be combined in the dashboard report and can be viewed in aggregate if the total number of valid responses meets the institutional response threshold of five.

Written comments on course evaluations will be screened electronically, and removed, if they contain harassing or defamatory language as defined by the BC Human Rights Code and the Human Resources Policy 11 – [Discrimination and Harassment in the Workplace](#). Evaluation data will be compiled by IPE and provided to faculty members electronically and confidentially.

Data will be retained in a secure electronic form by the university for seven years before being deleted. Faculty who wish to keep their data for more than seven years must make a local electronic or paper copy (See Record Retention Schedule).

## **Faculty Assistance**

Questions regarding the administration of the survey can be addressed to IPE at [crsevaladmin@tru.ca](mailto:crsevaladmin@tru.ca). Questions regarding the student course evaluation process, the survey instrument or the instructions can be addressed to the Centre for Excellence in Learning and Teaching at [celt@tru.ca](mailto:celt@tru.ca). CELT also provides constructive feedback to faculty members about their reports at their request and offers a full range of consultative supports for teaching.

<http://www.tru.ca/celt/faculty-learning/Consultations/feedback-practice.html>

## **Ongoing Review**

To ensure that the implementation of student course evaluations effectively addresses the principles set forth in this document, the procedures outlined here will be revisited every 3 years by the Senate Teaching and Learning Committee and necessary adjustments made in consultation with TRU stakeholders.

EDUCATIONAL PROGRAMS COMMITTEE (EPC)  
REPORT TO SENATE FOR NOVEMBER 2024

The following approvals from the November 6, 2024 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

**New Courses**

- i. PHIL 4280 Philosophy Capstone

[All Fields](#)

**Course Modifications**

- i. FRST 3073 Forest Harvesting

[Comparison](#)      [All Fields](#)

- ii. HEAL 1000 Lifestyle and Choices

[Comparison](#)      [All Fields](#)

- iii. HEAL 1010 Concepts for Practice

[Comparison](#)      [All Fields](#)

- iv. HEAL 1050 Interpersonal Communications

[Comparison](#)      [All Fields](#)

- v. HEAL 1100 Health Care Assistant: Introduction to Practice

[Comparison](#)      [All Fields](#)

- vi. HEAL 1150 Personal Care and Assistance

[Comparison](#)      [All Fields](#)

- vii. HEAL 1200 Common Health Challenges

[Comparison](#)      [All Fields](#)

- viii. HEAL 1250 Practice Experience in Home Support, Assisted Living, and/or Group Home Setting

[Comparison](#)      [All Fields](#)

- ix. HEAL 1350 Cognitive and/or Mental Health Challenges

[Comparison](#)      [All Fields](#)

- x. HLTH 4411 Introduction to Mental Health

[Comparison](#)      [All Fields](#)

- xi. HLTH 4421 Assessment and Intervention Approaches to Mental Health Problems

[Comparison](#)      [All Fields](#)

EPC REPORT TO SENATE NOVEMBER 2024

xii. HLTH 4511 Introduction to Problematic Substance Use

[Comparison](#)

[All Fields](#)

Respectfully submitted on November 15, 2024 by

A handwritten signature in blue ink, appearing to read 'R. Chambers', is positioned below the text 'Respectfully submitted on November 15, 2024 by'.

Robert Chambers, Chair, Educational Programs Committee

**Steering Committee  
Report to Senate**

**Nov 13<sup>th</sup> 2024**

1. APPOINTMENTS TO COMMITTEES

The Steering Committee recommends the following volunteers for appointment by Senate:

a. International Affairs Committee (“IAC”)

Faculty:

- **Nisha Puthiyedth**, Science
- **Abhijit Ghosh**, Gaglardi School of Business

b. Budget Committee (“BCoS”)

Dean:

- **Greg Anderson**, Science (2<sup>nd</sup> term)

Faculty:

- **Salman Kimiagari**, Gaglardi School of Business (2<sup>nd</sup> term)
- **Zeinab Teimoori**, Science

c. Academic Integrity Committee

Faculty:

- **Joseph Brown**, Science

d. Student Success Committee (“SSC”)

Faculty:

- **Maggie Shamro**, Nursing

- *Motion: That Senate approve the volunteer appointments to the Senate Standing Committees as mentioned.*



For Information: Appointment to Committee

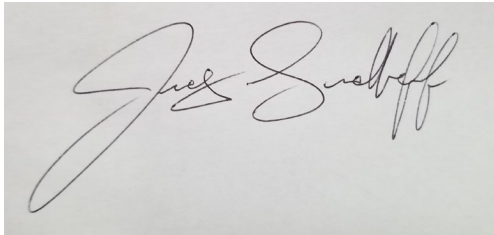
**e. International Affairs Committee (“IAC”)**

Member appointed by the Vice-President International:

- **Dana Prymak**, Integrated Planning and Effectiveness

Respectfully submitted,

Kukwstsétsemc (Thank you)

A handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and appears to read "James Sudhoff".

James Sudhoff, DVM  
Chair, Steering Committee of Senate



## MEMORANDUM

**To:** Brett Fairbairn, Senate Chair

**From:** Noah Arney, Policy Specialist  
Office of the Provost & VP Academic, Office of the General Counsel

**Date:** November 1, 2024

**Subject:** Proposed new Academic Integrity policy

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### Purpose of this document:

This memo is to recommend the approval of the proposed Academic Integrity policy, to replace the Student Academic Integrity policy (ED 5-0).

### Background of Policy:

Over the last several years APPC has had several working groups consulting and planning on improving the academic integrity prevention and response at TRU. The Academic Integrity Action Planning Group in spring 2024 put forward their proposals on the improvement of our processes, a new Academic Integrity policy, a new Operational Guide, and new Terms of Reference for the Academic Integrity Committee.

Attached is the proposed new Academic Integrity Policy which was conceived of and moved into consultation by the APG in the spring. Over the course of the summer through additional consultation and revision the attached policy was drafted.

### Discussion:

The primary changes recommended by the APG were the creation of an Office of Academic Integrity to handle the administrative work and reporting work involved in academic integrity, the creation of Dean's Designates in each faculty to support the work of making decisions regarding departures from academic integrity, and improvements to the policy to provide more clarity around the process and around definitions of departures from academic integrity.

### Summary of Proposed Amendments:

- Updated policy statement reframing academic integrity as an expectation and departures from academic integrity as the concerns;
- Structural reorganization of the policy;
- A clause stating the jurisdiction of the policy as separate from the Integrity in Research and Scholarship policy;
- A definitions section to explain common terms including definition of Dean's Designates;



# THOMPSON RIVERS UNIVERSITY

- Moving Academic Integrity administrative matters from the Office of Student Affairs to the Office of Academic Integrity;
- Language improvements to recognize the rise of online and AI concerns in academic integrity;
- The addition of unapproved AI use in student work as a specific type of Fabrication under the policy;
- The addition of language supporting academic integrity cases regarding fake credentials and transcripts;
- The addition of language clarifying that harming another student's academic work is an academic integrity concern;
- Clarity around education or training requirements as a remedial sanction;
- Clarity in the scope of authority and procedures for Instructors, Dean's Designates, the AIC, and the President;
- The addition of Decision Standards language into the policy;
- Addition of language around reporting of Academic Integrity if identified by someone other than the course instructor; and
- Improved appeals language.

## Summary of Engagement:

- Academic Integrity Working Group (March 2022 – October 2023)
- Academic Integrity Action Planning Group (October 2023 – May 2024)
- APPC (March 2022 – May 2024)
- Academic Integrity Committee review (August 2024)
- Public review (August 2024)
- Three post-writing engagement sessions (August – September 2024)
- Review by Legal (August – September 2024)

## Action Requested:

Putting the attached revision of the Academic Integrity policy to Notice of Motion and then Approving it; having the policy come into effect for all cases after May 5<sup>th</sup> 2025. For any Academic Integrity cases in process on May 5<sup>th</sup> 2025 the Office of Academic Integrity will determine the procedurally fair process as appropriate.

## Proposed Motion:

RESOLVED that Senate approves the proposed changes to the Academic Integrity policy ED 5-0, to come into effect on May 5<sup>th</sup> 2025 contingent upon budgetary approval of the new positions mentioned in the revised policy.

## Attachments:

- Academic Integrity Policy in Redline



# THOMPSON RIVERS UNIVERSITY

- Academic Integrity Policy Clean

# Student Academic Integrity



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Policy Name	Student Academic Integrity
First Approved	2006
Last Approved	April 2020
Approval Authority	Senate
Category	Educational; Conduct
Primary Contact	Director, Office of Academic Integrity Student Affairs
Administrative Contact	

## POLICY

Teaching, learning, and research form the heart of any university, and it is vital that these activities be undertaken with and promote academic integrity. This policy outlines the rights and responsibilities of all members of the Thompson Rivers University (TRU) community (students, employees, or anyone holding a university appointment) with respect to understanding and adhering to students are required to comply with the standards of academic integrity set out in this policy.

It is the responsibility of all members of the TRU community to understand the importance of academic integrity, what constitutes Departures from Academic Integrity, the process by which suspected Departures are investigated and the range of actions and sanctions the University can apply in response to confirmed Departures, employees to take reasonable steps to prevent and to detect acts of academic dishonesty. It is an instructor's responsibility to confront a student when such an act is suspected and to take appropriate action if academic dishonesty, in the opinion of the instructor, has occurred.

Members of the TRU community, including students, engaged in research or scholarship, are also required to comply with the University's policy on Integrity in Research and Scholarship ED 15-2.

## REGULATIONS

This policy applies to academic integrity in credit and non-credit classes or programs of study offered by TRU. Allegations of Departures from Academic Integrity or scholarly misconduct outside of a class or program of study falls under the jurisdiction of the Integrity in Research and Scholarship policy.

# Student Academic Integrity



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## 1 DEFINITIONS

1. **Academic Integrity:** A commitment to honesty, trust, fairness, respect, responsibility, and courage in all academic work and/or relationships.
2. **Academic Integrity Committee:** A committee of Senate created for the purposes of reviewing Departures from Academic Integrity and acting as a Decision Maker.
3. **Academic Work:** Any work or performance by a student submitted for assessment in a credit or non-credit course.
4. **Dean's Designate:** A person designated by the Dean of a Faculty for a term of a year or more to act as the Decision Maker for Departures from Academic Integrity in courses and programs in the Dean's Faculty. This role can be taken on by the Dean.
5. **Decision Maker:** Either the Dean's Designate or the Academic Integrity Committee in their capacity as being able to make a decision on Departures from Academic Integrity within their scope.
6. **Departure from Academic Integrity (Departure):** Conduct under this policy that, regardless of intent, goes against academic integrity and enables or attempts to enable a person to gain an unfair advantage in academic performance.
7. **Instructor:** an employee of TRU who is a Faculty Member, Open Learning Faculty Member, Open Learning Exams Supervisor, or an instructor.
8. **Reasonable Error:** A student error in academic work that that does not rise to the level of a Departure from Academic Integrity but that will often require resolution in a teaching context or ordinary academic penalties. Clarification of a reasonable error is provided by the Office of Academic Integrity.
9. **Student:** A person who is admitted, registered, or enrolled in a credit or non-credit course or program of study offered by TRU. A person who is no longer registered at the University but who is alleged to commit a Departure from Academic Integrity while registered in a course or program of study at the University is also considered a student under this policy.

## 12 RESPONSIBILITIES OF THE OFFICE OF STUDENT AFFAIRS

1. The University, directly and through the Office of Academic Integrity, is responsible for:
  - a. Ensuring that all policies and procedures related to academic integrity are publicly available and proactively communicated to the TRU community and applied consistently and effectively.
  - b. Building and maintaining a culture of academic integrity through educational efforts, including the creation of dedicated resources for the TRU community (e.g., handbooks or other operational guides).
  - c. Providing technology programs and systems consistent with the Responsible Use of Information Technology Facilities and Services Policy. This includes, but is not limited

# Student Academic Integrity



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- to, maintaining a database to record Departures from Academic Integrity while ensuring appropriate confidentiality and data privacy.
  - d. Ensuring that procedures for investigating and assessing Departures from Academic Integrity are fair, transparent, and consistent.
  - e. Supporting faculty in their efforts to follow evidence-based practices in pedagogy and assessment to foster a culture of academic integrity.
  - f. Providing appropriate training for Decision Makers.
  - g. Developing, maintaining and making available an operational guide on processes for Departures from Academic Integrity which will be approved by Senate's Academic Planning and Policy Committee (APPC).
  - h. Producing and presenting to senate a report of Departures from Academic Integrity annually.
2. Instructors are responsible for:
- a. Making expectations under this policy clear and explicit to students in course materials (including course outlines) and in instructions for assignments and exams.
  - b. Reducing the occurrence of Departures through effective course and assessment design and administration.
  - c. Engaging in community learning on academic integrity at TRU.
  - d. Investigating and reporting all suspected Departures from Academic Integrity in accordance with this policy and related procedures.
3. Students are responsible for:
- a. Reading and understanding this policy and associated policies and procedures.
  - b. Refraining from Departures from Academic Integrity.
  - c. Refraining from assisting or attempting to assist others in Departures, including taking reasonable precautions to prevent their work from being used by other parties or other unauthorized sharing of course materials, exams, or assignments with other students or with any third-party sharing sites or services.

Case Management: The Office of Student Affairs shall undertake all aspects of academic integrity case management following initiation of a case report, including but not limited to: Ensuring completeness and accuracy of case files; Correspondence with the student and the initiator of the Case Report Form as required; Preparation of case files for consideration by the Academic Integrity Committee; and Administration of resolutions and sanctions;

Maintenance of Records and Reporting: The Office of Student Affairs shall maintain the official and confidential institutional records of academic integrity cases for 10 years. Other members of the university community shall keep only those records relating to academic integrity cases which they may need in the future; such records will be kept in a secure location and are subject to the University's Records Retention/Destruction Policy.

The Office of Student Affairs shall produce and present to Senate a report of academic integrity cases on an annual basis which report will not include references to students' names.

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Education: The Academic Integrity Committee has a role to educate faculty and students on issues and standards relative to academic integrity.

## 2—COMPOSITION OF ACADEMIC INTEGRITY COMMITTEE

1. The Academic Integrity Committee shall be comprised of the following members appointed by Senate:
  - a. At least six Faculty Members, with no more than one from each School or Faculty, nominated by the respective Faculty Councils;
  - b. One Dean;
  - c. Three Undergraduate students nominated by the TRU Students' Union;
  - d. One Graduate student;
  - e. One TRU World International Education representative — nominated by the Associate Vice President, International and CEO Global Operations;
  - f. One Open Learning representative — nominated by the Vice Provost Open Learning;
  - g. One Library representative — nominated by the Library Director;
  - h. Director of Student Affairs or designate (ex-officio, non-voting)
2. The Chair of the committee shall be a voting member of the committee nominated and elected by the committee.
3. The committee will have the support of one secretary provided by the Office of Student Affairs (to maintain records, minutes, database and other such files). The secretary will set up all meetings and related duties.
4. Committee members will serve a term of up to three (3) years and may be reappointed, with the exception of student members who shall serve a term of up to one (1) year and may be reappointed.
5. A quorum will consist of fifty percent (50%) of voting members, and must include at least two students and two (2) faculty members. Vacancies on the committee will not invalidate any of its decisions provided a quorum was present in person or by teleconference when the decision was made.
6. In addition to the three undergraduate students on the committee, the TRU Students' Union may appoint other undergraduate students from time to time to be Alternate Student Members on the committee.
7. Whenever there is a vacancy on the committee for any of the three undergraduate student members, the TRU Students' Union may designate one of the Alternate Student Members to fill the vacancy until Senate fills that vacancy. Such Alternate Student Member attending meetings of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.
8. Prior to any meeting of the committee, the Chair of the committee will at least seven days prior to the meeting send an email providing notice of the meeting to all committee members. All members of the committee will reply by email to the Chair of the



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~~Committee at least 96 hours prior to the start of the meeting (the "Reply Deadline") advising the Chair of their availability to participate in the meeting. If any of the three undergraduate students on the committee: (i) replies indicating that they are not available; or (ii) fails to reply to the Chair by the Reply Deadline, the TRU Students' Union may designate one of the Alternate Student Members to attend that meeting in the place of the student member who is unavailable or who has failed to reply by the Reply Deadline. Such Alternate Student Member attending that meeting of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.~~

~~9. When a committee member is absent from scheduled meetings, the constituency that that member is supposed to represent is being represented less than is intended by the regulations of the policy. A committee member who is absent for three consecutive meetings of the committee, without authorization from the committee for that absence, is deemed to have vacated his/her seat. Committee members are expected to submit their request for absence to the committee in writing. To be fair to their constituents, members of the committee who expect to be absent for more than three consecutive meetings, should promptly seek a leave of absence, or resign their seat, rather than allowing their seat to be vacant for 3 meetings before it is deemed to be vacated and then, subsequently, filled.~~

## 3 PROCEDURAL FAIRNESS/DUE PROCESS

In the administration and adjudication of cases of alleged Departures from Academic Integrity/academic dishonesty, the Office of Student Affairs/Academic Integrity and the Academic Integrity Committee shall be guided by the following principles:

1. The right to a fair process, including for the participants to be initially informed of that process and their rights in the process, and to be informed of substantive decisions at each stage.
2. The right of participants to the support of an advisor or peer of their choosing at all stages of the process, provided that there is no right to counsel at hearings of the Academic Integrity Committee.
3. The right to know the details of the case including the right to view all written evidence.
4. The right to make submission and to provide responses to the submissions of others with the student being allowed the final submission.
5. The right to an impartial adjudicator.
6. The right to an expedient adjudication to normally take place within sixty (60) days of the commencement of the case.
7. The right of a student to be presumed innocent until a finding is made.
8. The right to reasonable confidentiality.

### DECISIONS

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Notwithstanding policy ED 4-0, Student Academic Appeals, all decisions of the Academic Integrity Committee are final and binding and may be appealed to the Appeals Committee only on the grounds that the Academic Integrity Committee failed to follow the process set out in this policy and regulations.

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## 4 DEPARTURES FROM ACADEMIC INTEGRITY FORMS OF ACADEMIC DISHONESTY

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Departures from Academic Integrity can vary greatly in scope and severity. They include, but are not limited to, the following categories:

1. **Cheating:** Cheating is an act of deception by which a student misrepresents (or assists another student in misrepresenting) that ~~they~~ ~~he or she~~ ~~has~~ ~~ve~~ mastered information on an assignment, test, project or other academic exercise that the student has not mastered. Examples include:
  - a. Copying from another student's test paper or assignment (~~paper or digital~~).
  - b. Allowing another student to copy from a test, ~~paper,~~ or assignment~~e~~.
  - c. Using the course textbook, electronic devices, or other material such as a notebook not authorized for use during a test.
  - d. Collaborating during a test with any other person by receiving information without authority.
  - e. Using exam aids or other non-authorized materials during a test (e.g., notes, formula lists, crib sheets, etc.).
2. **Academic Misconduct:** Academic misconduct is the intentional violation of TRU academic procedures by tampering with grades, taking part in obtaining or distributing any part of a test (unadministered or otherwise), or by other means of academic deception not explicitly identified in other sections of this policy. Examples include:
  - a. Stealing, buying, or otherwise obtaining all or part of a test, answer key, grade or other document by any means.
  - b. Selling or making available to another all or part of a test or assignment, including answers to a test.
  - c. Obtaining an un-administered test or any information about the test from another person ~~or organization, in person or digitally~~.
  - d. Providing an un-administered test ~~or assignment~~, or any information ~~related to work submitted for assessment, about the test~~ to another person ~~or organization, in person or digitally, without the express permission of the instructor, copyright holder, or University~~.
  - e. Entering a building or office ~~or digital platform~~ for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.

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- f. Changing, altering, or being an accessory to the changing and/or altering of a grade ~~in on official academic record, a grade book, on a test, a "change of grade" form, or other official academic records of TRU which relate to grades.~~
- g. Entering a building or office or digital platform for the purpose of obtaining or examining a potential test document or assignment that has not been made public.
- ~~h.~~ Impersonating another student, or permitting someone to impersonate you, in any assessment.
- ~~i.~~ Submitting false or fake credentials, documents, or transcripts for access to a program or to receive credit at TRU.
- ~~j.~~ Deliberately interfering in another student's ability to succeed in any academic activity, including through the tampering with or destruction of another student's work, course materials, or personal property such as a laptop or other digital device.
- ~~h.~~
- 3. **Fabrication:** Fabrication is the intentional use of invented information or the falsification of research or other findings including the use of unapproved human assistance or unapproved tools which generate content, such as generative artificial intelligence or similar computer or machine learning tools (AI Tools). Examples include:
  - ~~a.~~ Listing sources in a bibliography not used in the academic exercise.
  - ~~b.~~ Inventing data or source of information for research or other academic exercise, including the production of text, images, code, video, or summaries of one's own written work using AI tools.
  - ~~e.~~ Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) not prepared totally wholly by them, including the output of unapproved AI tools (e.g., submitting assignments to websites for the generation of solutions) or in part by another.
  - ~~c.~~ Citing information not taken from the source indicated.
  - ~~d.~~
- 4. **Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own work without proper acknowledgement. Examples include:
  - ~~e.~~ When a student submits work for credit that includes the words, ideas, images or data of others, without acknowledging the source of that information must be acknowledged through complete, accurate, and specific citations, and, if verbatim statements are included, through quotation marks or block format.
  - ~~f.~~ By placing his/her/their name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.
  - ~~g.~~ Self-plagiarism, which involves handing in all or part of an essay or assignment completed for a previous or another course without the consent of the instructor of the second course, is also a form of plagiarism, and an infraction of this Academic Integrity Policy.

# Student Academic Integrity



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A student will avoid plagiarism if there is an acknowledgement of indebtedness:

- a. Whenever the student quotes another person's actual words.
- b. Whenever the student uses another person's idea, opinion or theory, even if it is completely paraphrased in the student's own words.
- c. Whenever the student cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge.
- d. Whenever the student uses images produced by another person.
- e. Citing facts or statistics or using illustrative materials considered to be common knowledge is not considered plagiarism.

## 5 SANCTIONS

A range of responses and sanctions are applied to Departures from Academic Integrity, with the most severe reserved for serious, systematic, and repeated Departures. In addition to providing students with education-promoting and rehabilitative options whenever possible and appropriate, Decision Makers Committee shall determine a resolution or sanction, or combination of sanctions, from the list below:

1. **No Sanction:** In the event that the Academic Decision Maker Integrity Committee does not determine that no Departure dishonesty has occurred, no sanction will be administered and the student's file related to the allegation will be destroyed.
2. **Reprimand:** Where appropriate, the Decision Maker may The Academic Integrity Committee forwards to the student a written Letter of Reprimand, stating that the student's behaviour is unacceptable to TRU. A Letter of Reprimand is recorded in the Academic Academic Integrity integrity Database, as a first offence, and may be used only once in a student's academic career at TRU.
3. **Reduction Assignment of Grade:** The Decision Maker student's grade may be decreased assign a student's grade on an assignment, test or project.
4. **Remedial Sanctions:** The Decision Maker Academic Integrity Committee may, in consultation with the relevant stakeholders, order participation in a specified education or training program for academic or educational purposes, completion of an assignment or project other remedial sanctions as deemed appropriate (e.g., essay, research, or paper related to topic, resubmission of assignment, etc.) or other, remedial or restorative sanctions. If the student fails to comply with this order the committee may impose an alternative sanctions may be imposed by the Decision Maker.
5. **Failure of Course:** The student is assigned an "F". In the case of an "F", a student may not withdraw from the course nor receive a refund. An "F" will appear on the student's transcript.

# Student Academic Integrity



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6. **Suspension:** The Academic Integrity Committee may recommend to the President the suspension of the student for a definite or indefinite time period from TRU.

## 6 FORMS OF ACADEMIC DISHONESTY

Commented [NA3]: Moved above Sanctions

### 4. Cheating

Cheating is an act of deception by which a student misrepresents (or assists another student in misrepresenting) that he or she has mastered information on an assignment, test, project or other academic exercise that the student has not mastered. Examples:

- f. Copying from another student's test paper or assignment.
- g. Allowing another student to copy from a test paper or assignments.
- h. Using the course textbook, electronic devices, or other material such as a notebook not authorized for use during a test.
- i. Collaborating during a test with any other person by receiving information without authority.
- j. Using exam aids or other non-authorized materials during a test (e.g., notes, formula lists, crib sheets etc.).

### 5. Academic Misconduct

Academic misconduct is the intentional violation of TRU academic procedures by tampering with grades, taking part in obtaining or distributing any part of a test (unadministered or otherwise), or by other means of academic deception not explicitly identified in other sections of this policy. Examples include:

- i. Stealing, buying, or otherwise obtaining all or part of a test, answer key, grade or other document by any means.
- j. Selling or making available to another all or part of a test or assignment, including answers to a test.
- k. Obtaining an un-administered test or any information about the test from another person.
- l. Providing an un-administered test or any information about the test to another person.
- m. Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
- n. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, or other official academic records of TRU which relate to grades.
- o. Entering a building or office for the purpose of obtaining or examining a potential test document or assignment that has not been made public.
- p. Impersonating another student, or permitting someone to impersonate you, in any assessment.

### 6. Fabrication

Fabrication is the intentional use of invented information or the falsification of research or other findings. Examples include

# Student Academic Integrity



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- a. Listing sources in a bibliography not used in the academic exercise.
- b. Inventing data or source of information for research or other academic exercise.
- c. Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.
- d. Citing information not taken from the source indicated.

## 7. Plagiarism

Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own work. When a student submits work for credit that includes the words, ideas, images or data of others, the source of that information must be acknowledged through complete, accurate, and specific citations, and, if verbatim statements are included, through quotation marks or block format.

By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Self-plagiarism, which involves handing in all or part of an essay or assignment completed for another course without the consent of the instructor of the second course, is also a form of plagiarism, and an infraction of this Academic Integrity Policy.

A student will avoid plagiarism if there is an acknowledgement of indebtedness:

- a. Whenever the student quotes another person's actual words.
- b. Whenever the student uses another person's idea, opinion or theory, even if it is completely paraphrased in the student's own words.
- c. Whenever the student cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge.
- d. Whenever the student uses images produced by another person.
- e. Citing facts or statistics or using illustrative materials considered to be common knowledge is not considered plagiarism.

Visit the Office of Student Affairs website to access more information on the academic integrity process, resources and forms. <https://www.tru.ca/osa>

## 6. PROCEDURE FOR DEPARTURES FROM ACADEMIC INTEGRITY

### 6.1. SCOPE OF AUTHORITY

1. **Instructors:** Instructors have the responsibility to investigate possible Departures from Academic Integrity, meet with students to review them, and to report to the Office of Academic Integrity, on all possible Departures from Academic Integrity that exceed reasonable errors as articulated in this policy.

# Student Academic Integrity



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2. **Dean's Designate:** Dean's Designates have the authority to decide suspected first Departures, provided they are neither major nor complex Departures, and to impose a range of sanctions up to and including a mark assignment of zero on the student work related to the Departure.
3. **Academic Integrity Committee:** The Academic Integrity Committee has authority to decide suspected major and complex first Departures and all suspected second or subsequent Departures and to impose a range of actions and sanctions up to and including a failing grade in the course related to the Departure. They may recommend suspension for a definite or indefinite time period.
4. **President:** Only the President has authority to impose suspensions for Departures from Academic Integrity and may only implement such sanctions for Departures when they are recommended by the Academic Integrity Committee.

## 6.2 DECISION STANDARDS

1. Decision Makers shall make decisions on a balance of probabilities, that is, whether or not it is more likely than not that the student committed the Departure from Academic Integrity.
2. Decisions on alleged Departures must be decided based on the evidence provided, this policy, guidance on best practice provided or sanctioned by the Office of Academic Integrity, and the earlier decisions of the Academic Integrity Committee.

## 6.3 PROCESSES FOR DEPARTURES FROM ACADEMIC INTEGRITY

1. **Fact Finding and Reporting for Departures from Academic Integrity Within a Course:**
  - a. If an instructor believes a student has committed a Departure, the instructor shall meet with the student to discuss the matter as soon as is practicable.
  - b. Where a member of the TRU Community, other than the course instructor, believes a student has committed a Departure, they shall report such alleged Departure to the instructor or to the Office of Academic Integrity. The Office of Academic Integrity shall provide the report to the course instructor and the instructor shall meet with the student to discuss the matter as soon as is practicable.
  - c. If, after discussing the matter with the student, the instructor still reasonably believes the student committed a Departure, the instructor shall submit a report of such Departure to the Office of Academic Integrity, and the Office of Academic Integrity shall provide a copy of the report to the student and to the Decision Maker/Dean's Designate.
  - d. After receiving the report, the student shall have seven (7) days to submit a response to the Office of Academic Integrity. The Office of Academic Integrity shall provide the student's response to the instructor and the Decision Maker/Dean's Designate.
2. **Fact Finding and Reporting for Departures from Academic Integrity Outside of a Course:**

# Student Academic Integrity



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- a. Where a member of the TRU community believes a student has committed a Departure outside of a course they shall report such alleged Departure to the Office of Academic Integrity. The Office of Academic Integrity shall provide the report to the relevant Dean's Designate to act in place of an instructor, and the process as set out in 6.3.1 shall be followed. The alleged Departure will be within the scope of the Academic Integrity Committee. an appropriate
- b. Anonymous allegations are not accepted.

### **3. Review by the Dean's Designate:**

- For Departures within their scope of authority, the Dean's Designate reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within their authority.
- a. If, during the review, the Dean's Designate determines that the matter lies outside of their authority, they must notify the Office of Academic Integrity of that decision.
  - b. The decisions of the Dean's Designate should normally take place within 45 days of the date the instructor submitted the report.

### **4. Review by the Academic Integrity Committee:**

- For Departures that are within their scope of authority Dean's Designate, the Academic Integrity Committee reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within its authority.
- a. When warranted, the Academic Integrity Committee recommends suspension to the President.
  - b. The decisions and recommendations of the Academic Integrity Committee should normally take place within 60 days of the date when the instructor submitted the report.

## **7 PRESIDENTIAL REVIEW AND APPEALS**

### **1. Presidential Review:**

- a. Academic Integrity Committee decisions that include a recommendation of suspension are reviewed by the President under the Suspension of Students Policy (ED 7-0). They may not also be appealed to the Student Academic Appeals Committee.
- b. During a presidential review the President reviews the submissions of the student, the instructor, the Office of Academic Integrity, as well as the findings of the Academic Integrity Committee.
- c. The President may uphold or rescind the sanctions of the Academic Integrity Committee, and may decide on a recommendation of suspension in accordance with the Suspension of Students Policy (ED 7-0).

### **2. Student Academic Appeals Committee:**

- a. Decisions of Decision Makers ~~and all decisions of~~ that do not include a recommendation for suspension may be appealed to the Student Academic



# Student Academic Integrity



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Appeals Committee, in accordance with the Student Academic Appeals Policy (ED 4-0), but only on the grounds that the Decision Maker(s) deviated from procedural fairness as set out in this policy.

b. The Student Academic Appeals Committee has the authority to uphold or rescind decisions of the Dean's Designate or the Academic Integrity Committee on grounds of procedural fairness.

4.3. The Director of the Office of Academic Integrity or their Designate will act in lieu of the Decision Maker for all Presidential reviews and appeals to the Student Academic Appeals Committee (the Respondent under the Student Academic Appeals policy ED 4-0), to provide information on the content and context of alleged Departures from Academic Integrity and process.

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## 2 RESPONSIBILITIES

1. The University, directly and through the Office of Academic Integrity is responsible for:
  - a. Ensuring that all policies and procedures related to academic integrity are publicly available and proactively communicated to the TRU community and applied consistently and effectively.
  - b. Building and maintaining a culture of academic integrity through educational efforts, including the creation of dedicated resources for the TRU community (e.g., handbooks or other operational guides).
  - c. Providing technology programs and systems consistent with the Responsible Use of Information Technology Facilities and Services Policy. This includes, but is not limited to, maintaining a database to record Departures from Academic Integrity while ensuring appropriate confidentiality and data privacy.
  - d. Ensuring that procedures for investigating and assessing Departures from Academic Integrity are fair, transparent, and consistent.
  - e. Supporting faculty in their efforts to follow evidence-based practices in pedagogy and assessment to foster a culture of academic integrity.
  - f. Providing appropriate training for Decision Makers.
  - g. Developing, maintaining and making available an operational guide on processes for Departures from Academic Integrity which will be approved by Senate's Academic Planning and Policy Committee (APPC).
  - h. Producing and presenting to senate a report of Departures from Academic Integrity annually.
2. Instructors are responsible for:
  - a. Making expectations under this policy clear and explicit to students in course materials (including course outlines) and in instructions for assignments and exams.

- b. Reducing the occurrence of Departures through effective course and assessment design and administration.
  - c. Engaging in community learning on academic integrity at TRU.
  - d. Investigating and reporting all suspected Departures from Academic Integrity in accordance with this policy and related procedures.
3. Students are responsible for:
- a. Reading and understanding this policy and associated policies and procedures.
  - b. Refraining from Departures from Academic Integrity.
  - c. Refraining from assisting or attempting to assist others in Departures, including taking reasonable precautions to prevent their work from being used by other parties or other unauthorized sharing of course materials, exams, or assignments with other students or with any third-party sharing sites or services.

## 3 PROCEDURAL FAIRNESS

In the administration and adjudication of cases of alleged Departures from Academic Integrity, the Office of Academic Integrity and the Academic Integrity Committee shall be guided by the following principles:

1. The right to a fair process, including for the participants to be initially informed of that process and their rights in the process, and to be informed of substantive decisions at each stage.
2. The right of participants to the support of an advisor or peer of their choosing at all stages of the process, provided that there is no right to counsel at hearings of the Academic Integrity Committee.
3. The right to know the details of the case including the right to view all written evidence.
4. The right to make submission and to provide responses to the submissions of others with the student being allowed the final submission.
5. The right to an impartial adjudicator.
6. The right to an expedient adjudication to normally take place within sixty (60) days of the commencement of the case.
7. The right of a student to be presumed innocent until a finding is made.
8. The right to reasonable confidentiality.

## 4 DEPARTURES FROM ACADEMIC INTEGRITY

Departures from Academic Integrity can vary greatly in scope and severity. They include, but are not limited to, the following categories:

1. **Cheating:** Cheating is an act of deception by which a student misrepresents (or assists another student in misrepresenting) that they have mastered information on an

# Academic Integrity

assignment, test, project or other academic exercise that the student has not mastered.

Examples include:

- a. Copying from another student's test paper or assignment (paper or digital).
  - b. Allowing another student to copy from a test, paper, or assignment.
  - c. Using the course textbook, electronic devices, or other material such as a notebook not authorized for use during a test.
  - d. Collaborating during a test with any other person by receiving information without authority.
  - e. Using exam aids or other non-authorized materials during a test (e.g., notes, formula lists, crib sheets, etc.).
2. **Academic Misconduct:** Academic misconduct is the intentional violation of TRU academic procedures by tampering with grades, taking part in obtaining or distributing any part of a test (unadministered or otherwise), or by other means of academic deception not explicitly identified in other sections of this policy. Examples include:
- a. Stealing, buying, or otherwise obtaining all or part of a test, answer key, grade or other document by any means.
  - b. Selling or making available to another all or part of a test or assignment, including answers to a test.
  - c. Obtaining an un-administered test or any information about the test from another person or organization, in person or digitally.
  - d. Providing an un-administered test or assignment, or any information related to work submitted for assessment, to another person or organization, in person or digitally, without the express permission of the instructor, copyright holder, or University.
  - e. Entering a building or office or digital platform for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
  - f. Changing, altering, or being an accessory to the changing and/or altering of a grade on official academic record.
  - g. Entering a building or office or digital platform for the purpose of obtaining or examining a potential test document or assignment that has not been made public.
  - h. Impersonating another student, or permitting someone to impersonate you, in any assessment.
  - i. Submitting false or fake credentials, documents, or transcripts for access to a program or to receive credit at TRU.
  - j. Deliberately interfering in another student's ability to succeed in any academic activity, including through the tampering with or destruction of another student's work, course materials, or personal property such as a laptop or other digital device.
3. **Fabrication:** Fabrication is the intentional use of invented information or the falsification of research or other findings, including the use of unapproved human assistance or unapproved tools which generate content, such as generative artificial intelligence or similar computer or machine learning tools (AI Tools). Examples include:

# Academic Integrity

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- a. Inventing data or source of information for research or other academic exercise, including the production of text, images, code, video, or summaries of one's own written work using AI tools.
  - b. Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) not prepared wholly by them, including the output of unapproved AI tools (e.g., submitting assignments to websites for the generation of solutions).
  - c. Citing information not taken from the source indicated.
4. **Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own work without proper acknowledgement. Examples include:
- a. When a student submits work for credit that includes the words, ideas, images or data of others, without acknowledging the source of that information through complete, accurate, and specific citations, and, if verbatim statements are included, through quotation marks or block format.
  - b. By placing their name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.
  - c. Self-plagiarism, which involves handing in all or part of an essay or assignment completed for a previous or another course without the consent of the instructor of the second course.

A student will avoid plagiarism if there is an acknowledgement of indebtedness:

- a. Whenever the student quotes another person's actual words.
- b. Whenever the student uses another person's idea, opinion or theory, even if it is completely paraphrased in the student's own words.
- c. Whenever the student cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge.
- d. Whenever the student uses images produced by another person.
- e. Citing facts or statistics or using illustrative materials considered to be common knowledge is not considered plagiarism.

## 5 SANCTIONS

A range of responses and sanctions are applied to Departures from Academic Integrity, with the most severe reserved for serious, systematic, and repeated Departures. In addition to providing students with education-promoting and rehabilitative options whenever possible and appropriate, Decision Makers shall determine a resolution or sanction, or combination of sanctions, from the list below:

1. **No Sanction:** In the event that the Decision Maker determines that no Departure has occurred, no sanction will be administered and the student's file related to the allegation will be destroyed.

# Academic Integrity

2. **Reprimand:** Where appropriate, the Decision Maker may forward to the student a written Letter of Reprimand, stating that the student's behaviour is unacceptable to TRU. A Letter of Reprimand is recorded in the academic integrity database.
3. **Assignment of Grade:** The Decision Maker may assign a student's grade on an assignment, test or project.
4. **Remedial Sanctions:** The Decision Maker may, in consultation with the relevant stakeholders, order participation in a specified education or training program for academic or educational purposes, completion of an assignment or project as deemed appropriate (e.g., essay, research, or paper related to topic, resubmission of assignment, etc.) or other, remedial or restorative sanctions. If the student fails to comply with this order alternative sanctions may be imposed by the Decision Maker.
5. **Failure of Course:** The student is assigned an "F". In the case of an "F", a student may not withdraw from the course or receive a refund. An "F" will appear on the student's transcript.
6. **Suspension:** The Academic Integrity Committee may recommend to the President the suspension of the student for a definite or indefinite time period.

## 6 PROCEDURE FOR DEPARTURES FROM ACADEMIC INTEGRITY

### 6.1 SCOPE OF AUTHORITY

1. **Instructors:** Instructors have the responsibility to investigate possible Departures from Academic Integrity, meet with students to review them, and to report to the Office of Academic Integrity, on all possible Departures from Academic Integrity that exceed reasonable errors as articulated in this policy.
2. **Dean's Designate:** Dean's Designates have the authority to decide suspected first Departures, provided they are neither major nor complex Departures, and to impose a range of sanctions up to and including a mark assignment of zero on the student work related to the Departure.
3. **Academic Integrity Committee:** The Academic Integrity Committee has authority to decide suspected major and complex first Departures and all suspected second or subsequent Departures and to impose a range of actions and sanctions up to and including a failing grade in the course related to the Departure. They may recommend suspension for a definite or indefinite time period.
4. **President:** Only the President has authority to impose suspensions for Departures from Academic Integrity and may only implement such sanctions for Departures when they are recommended by the Academic Integrity Committee.

### 6.2 DECISION STANDARDS

1. Decision Makers shall make decisions on a balance of probabilities, that is, whether or not it is more likely than not that the student committed the Departure from Academic Integrity.

2. Decisions on alleged Departures must be decided based on the evidence provided, this policy, guidance on best practice provided or sanctioned by the Office of Academic Integrity, and the earlier decisions of the Academic Integrity Committee.

## 6.3 PROCESSES FOR DEPARTURES FROM ACADEMIC INTEGRITY

1. **Fact Finding and Reporting for Departures from Academic Integrity Within a Course:**
  - a. If an instructor believes a student has committed a Departure, the instructor shall meet with the student to discuss the matter as soon as is practicable.
  - b. Where a member of the TRU Community, other than the course instructor, believes a student has committed a Departure, they shall report such alleged Departure to the instructor or to the Office of Academic Integrity. The Office of Academic Integrity shall provide the report to the course instructor and the instructor shall meet with the student to discuss the matter as soon as is practicable.
  - c. If, after discussing the matter with the student, the instructor still reasonably believes the student committed a Departure, the instructor shall submit a report of such Departure to the Office of Academic Integrity, and the Office of Academic Integrity shall provide a copy of the report to the student and to the Decision Maker.
  - d. After receiving the report, the student shall have seven (7) days to submit a response to the Office of Academic Integrity. The Office of Academic Integrity shall provide the student's response to the instructor and the Decision Maker.
2. **Fact Finding and Reporting for Departures from Academic Integrity Outside of a Course:**
  - a. Where a member of the TRU community believes a student has committed a Departure outside of a course they shall report such alleged Departure to the Office of Academic Integrity. The Office of Academic Integrity shall provide the report to the relevant Dean's Designate to act in place of an instructor, and the process as set out in 6.3.1 shall be followed. The alleged Departure will be within the scope of the Academic Integrity Committee.
  - b. Anonymous allegations are not accepted.
3. **Review by the Dean's Designate:**
  - a. For Departures within their scope of authority, the Dean's Designate reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within their authority. If, during the review, the Dean's Designate determines that the matter lies outside of their authority, they must notify the Office of Academic Integrity of that decision.
  - b. The decisions of the Dean's Designate should normally take place within 45 days of the date the instructor submitted the report.
4. **Review by the Academic Integrity Committee:**
  - a. For Departures that are within their scope of authority, the Academic Integrity Committee reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within its authority. When warranted, the Academic Integrity Committee recommends suspension to the President.





- b. The decisions and recommendations of the Academic Integrity Committee should normally take place within 60 days of the date when the instructor submitted the report.

## 7 PRESIDENTIAL REVIEW AND APPEALS

1. Presidential Review:
  - a. Academic Integrity Committee decisions that include a recommendation of suspension are reviewed by the President under the Suspension of Students Policy (ED 7-0). They may not also be appealed to the Student Academic Appeals Committee.
  - b. During a presidential review the President reviews the submissions of the student, the instructor, the Office of Academic Integrity, as well as the findings of the Academic Integrity Committee.
  - c. The President may uphold or rescind the sanctions of the Academic Integrity Committee, and may decide on a recommendation of suspension in accordance with the Suspension of Students Policy (ED 7-0).
2. Student Academic Appeals Committee:
  - a. Decisions of Decision Makers that do not include a recommendation for suspension may be appealed to the Student Academic Appeals Committee, in accordance with the Student Academic Appeals Policy (ED 4-0), but only on the grounds that the Decision Maker(s) deviated from procedural fairness as set out in this policy.
  - b. The Student Academic Appeals Committee has the authority to uphold or rescind decisions of the Dean's Designate or the Academic Integrity Committee on grounds of procedural fairness.
3. The Director of the Office of Academic Integrity or their Designate will act in lieu of the Decision Maker for all Presidential reviews and appeals to the Student Academic Appeals Committee (the Respondent under the Student Academic Appeals policy ED 4-0), to provide information on the content and context of alleged Departures from Academic Integrity and process.