



MEETING OF THE SENATE

Monday, March 23, 2026
3.30pm to 5.30pm

Brown Family House of Learning, C71stkten¹ (Winter House, Room HL190)

AGENDA

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 is used to assist with preparing the minutes. Once the minutes of a meeting are approved, the recording is deleted.

1. **Call to Order** — Dr. Airini
 - 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 February 23, 2026 (For Decision)

4. **Reports of Officers**
 - a. President and Vice-Chancellor — Dr. Airini
 - b. Provost and Vice-President Academic — Dr. Gordon Binsted

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Page 54 5. **Reports of Committees**

- a. Academic Planning and Priorities Committee (For Decision) — Dr. Gordon Binsted
 - i. Flexible Delivery and Learning Modes Framework (For Decision) — Dr. Liesel Knaack.
- b. Budget Committee of Senate (Information) — Matt Milovick and Dr. Gordon Binsted

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c. Educational Programs Committee (Information) — Devon Graham

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d. Steering Committee (Items for Decision) — Dr. James Sudhoff

6. Question Period

a. Response to question from Senator Goddard (For Information) — Dr. Airini

7. Next Senate meeting

The next regular meeting of Senate is on Monday, April 27, 2026 from 3:30pm-5:30pm in the Brown Family House of Learning, C71stkeñ (Winter House), Room HL190.

8. Adjournment of the Meeting



MEETING OF THE SENATE

Monday, February 23, 2026
3.30pm to 5.30pm

Brown Family House of Learning, C71stkten' (Winter House, Room HL190)

MINUTES

Present:

President Airini (Chair), Greg Anderson, Inderpreet Bains, Mike Bluhm, David Carter, Tracy Christianson, John Church, David Cormier, Melba D'Souza, Yasmin Dean, DeDe DeRose, Katia Dilkina, Seán Donlan, Ikenna Ezeka, Sarah Gibson, Jenna Goddard, Tania Gottschalk, Oleksandr Kondrashov, Brad Kozubski, Derek Knox, Laura Lamb, Ehsan Latif, Rita Leone, James Lomen, Daleen Millard, Ryan Munden, John Patterson, Baldev Pooni, Gordon Rudolph, Mónica Sánchez-Flores, Anne St. John-Stark, Anne Terwiel, Joanna Urban, Shannon Wagner, Mark Wallin, Juliana West, Joel Wood (Vice-Chair)

Regrets: Ishan Kapoor, Aleece Laird, Gurjit Lalli, Krish Maharaj

Absent: Mishal Nizar

Executive and Others Present:

Baihua Chadwick (Vice-President, International), Matt Milovick (Vice-President, Administration and Finance), Shannon Wagner (Interim Provost and Vice-President, Academic), Michael Henry (Chief of Staff), Scott Blackford (Interim General Counsel), Gordon Binsted (Provost and Vice-President, Academic, Designate), Charlene Myers (Manager, University Governance), Lily Copeland (Office of the President)

1. Call to Order

President Airini, Chair of Senate, called the meeting to order at 3:32 pm.

She also acknowledged the territory on which TRU is situated, introduced Dr. Gordon Binsted, Provost and Vice-President Academic (designate), and thanked departing senator Shannon Wagner for her service.

2. Adoption of Agenda

The chair of senate asked senators if there were any objections or changes to the agenda and, as there were none, the agenda was adopted as circulated.

3. Minutes of Previous Meeting

a. Minutes of senate meeting of January 26, 2026

President Airini invited senators to identify any corrections required to the minutes of the senate meeting of January 26, 2026 and, hearing none, the minutes were approved as circulated.

4. Reports of Officers

a. President and Vice-Chancellor

President Airini reported on several topics, including the revenue generation project, planning goals, TRUly Flexible, and reconciliation and community.

b. Provost and Vice-President Academic

Dr. Shannon Wagner updated senators on several matters, including the very low enrolment credential review, personnel changes, and the United Nations Food and Agriculture Organization. She also reported that the former Strategic Enrolment Management Committee was now called the Enrolment Engagement and Student Success Committee.

5. Reports of Committees

a. Academic Planning and Priorities Committee (APPC)

Dr. Liesel Knaack presented the report from the APPC, as she had chaired the meeting in the absence of Dr. Wagner. Dr. Knaack gave notice that some items on the report were being deferred to the next senate meeting to permit further consultation. She stated that the proposals to delete the Home Support Attendant Certificate OL and the Practical Nurse Access Certificate OL were going to be reported to the Planning Council for Open Learning prior to coming back to senate for decision. In addition, the “Flexible Delivery and Learning Modes Framework” was being postponed to the next senate meeting to allow for further consultation.

Dr. Knaack presented the proposal for a Category III Change to the Master of Nursing.

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the changes to the Master of Nursing as presented.*

The APPC report also contained several items for information, including items approved by the Educational Programs Committee.

b. Budget Committee of Senate (BCOS)

Dr. Shannon Wagner, chair of BCOS, presented the committee's report for senate's information. Discussion ensued. It was noted that the annual budget would be presented to senate at the March meeting.

c. Educational Programs Committee

Devon Graham, chair of the Educational Programs Committee, presented the report, all matters within which were for information.

d. Steering Committee

The report from the Steering Committee was presented by the committee chair, Dr. James Sudhoff. The report contained two items for decision by Senate.

1. Appointments to the Educational Programs Committee

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the volunteer appointment to the Senate Standing Committee as mentioned:*

Educational Programs Committee

Faculty: Angus Duff, TRU Gagliardi School of Business and Economics

Dean: Mark Wallin, Faculty of Arts (term to commence April 1, 2026)

2. Student Senator Request for Leave of Absence

*On motion duly made and adopted, it was **RESOLVED** that Senate approve a leave of absence for up to 4 months for Student Senator, Ishan Kapoor.*

e. Academic Integrity Committee

The chair of the Academic Integrity Committee, Shilpee Sharma, and Dr. Shannon Smyrl (Director of the Centre for Academic Integrity) reported on activities of the committee, for senate's information.

Senator Cormier thanked Dr. Smyrl for her leadership during the transition that had taken place over the past 6 months.

6. Business

a. Planning Goals (2025-2030)

President Airini vacated the chair so that the senate vice chair, Joel Wood, could lead a discussion regarding the Planning Goals. A memo from the board chair, with the Planning Goals (2025-2030) documentation attached, was circulated to senators after the board meeting on Friday, February 20. The memo indicated that the Board of Governors was seeking advice from Senate on this matter and was asking for the advice by no later than March 23.

J. Wood invited preliminary discussion from senators regarding how to pass along the advice from senate to the board, suggesting potential options such as a motion a summary of comments, or a verbatim account of the discussion. Extensive discussion ensued. Senators asked for more time to provide the advice (based on processes for similar matters), which President Airini agreed to request from the board. The following resolutions resulted from the discussion:

*On motion duly made and adopted, it was **RESOLVED** that senate strike an ad hoc committee of senate volunteers to solicit written submissions/advice from senators and present a summary at the next senate meeting for discussion.*

*On motion duly made and adopted, it was **RESOLVED** that Senators Millard, Sánchez-Flores, Kondrashov, and Bains be appointed to the ad-hoc committee.*

Senator Carter abstained from voting.

7. Question Period

Senator Wood remained in the chair for this portion of the meeting so that President Airini could respond to questions. Discussion ensued. Senator Goddard asked a question that President Airini responded to but also requested be submitted in writing so that a thorough response could be prepared for the next senate meeting.

At 5:28pm, a senator asked to extend the meeting so that Question Period could continue.

*On motion duly made and adopted, it was **RESOLVED** that the senate meeting be extended by 15 minutes.*

8. Next Senate meeting

- a. The next regular meeting of Senate is on Monday, March 23, 2026 from 3.30pm-5.30pm in the Brown Family House of Learning, C7ístkteń (Winter House, Room HL190).

9. Adjournment of Meeting

As there were no additional agenda items for the public meeting, the meeting ended at 5:40pm.

10. Senate In-Camera Meeting

Owing to time constraints, the in-camera meeting did not occur.

Back to the Agenda↑

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
MARCH 2026 REPORT TO SENATE**

The March 12, 2026, meeting of APPC was chaired by Dr. Gordon Binsted, Chair, Academic Planning and Priorities Committee. The following items come forward from APPC to Senate:

FOR APPROVAL

1. **Category III, Bachelor of Arts, Major in Philosophy**, Rob Hanlon, Faculty of Arts

[Comparison](#)

[All Fields](#)

Approved Motion

On motion duly made and adopted, APPC recommends to Senate changes to the Bachelor of Arts, Major in Philosophy as presented.

Category III: Update to admissions

[EPC Category II Approvals](#), Devon Graham, EPC Chair

1. HEAL 1400 Foundations for Student Success
2. PSYC 3080 Social Psychology
3. PSYC 3100 Clinical Psychology

Respectfully submitted on March 12, 2026 by



Gordon Binsted,
Chair, Academic Planning and Priorities Committee

To: President Airini and TRU Senate

From: Liesel Knaack, Vice Provost, OLTl

RE: Proposed Flexible Delivery and Learning Modes Framework

The proposed *Flexible Delivery and Learning Modes* are presented as an updated revision and expansion of the current senate approved *Flexible Delivery Overview & Glossary*.

The proposed *Flexible Delivery and Learning Modes* are part of a strategic approach to curriculum delivery commitments that are pedagogically informed, resourced, and prioritized for quality and consistency of the student experience. Associated guidelines, processes, and resources will support programs in modality decision-making and implementation.

Motion: that Senate approve the proposed Flexible Delivery and Learning Modes Framework, as presented in the associated four core documents: a) Overview of initiative, commitments and foundational principles; b) Definitions and details of flexible delivery and learning modes; c) Curriculum processes for approving and modifying program and course modes; d) Decision chart and guiding questions.

Document Summary

1. Overview of Initiative, Commitments and Foundational Principles

Articulates the six commitments to student success and the foundational principles for flexible learning design and delivery modes that underpin this framework, in alignment with the institutional academic and open learning plan.

2. Definitions and Details of Flexible Delivery and Learning Modes

Defines the spectrum of four core delivery and learning modes, with a total of 10 TRUFlex variations. Note: this is the replacement of the current Senate approved glossary.

3. Curriculum Processes for Approving and Modifying Program and Course Modes.

Articulates the procedures and processes for approving and modifying program and course delivery and learning modes.

4. Decision Chart and Guiding Questions

Resource to support strategic and informed decision making in the planning and implementation of program and course delivery and learning modes.

History of Development and Engagement:

The initial *Flexible Delivery Overview and Glossary* was approved at Senate in April 2024. In 2024 and 2025, the TRUly Flexible working group continued campus-wide consultation and discussion on an institutional flexible delivery strategy. In the Summer of 2025, Liesel Knaack, new Vice-Provost, OLTl,

engaged broadly across the campus community and built on this previous work to produce the current Flexible Delivery and Learning Model framework, as a revision and expansion to the earlier Glossary document. In the Fall 2025 and Winter 2026, a series of information sessions was held on the proposed framework, including both open sessions and targeted sessions for faculties, administration, staff, and union leadership. Feedback from these sessions was incorporated into the draft Framework presented to Senate in February 2026.

First Year Trial Evaluation and Reporting Plan:

Following approval of the Framework, a selection of courses will be included in a trial of the flexible delivery and learning mode framework for the 26/27 academic year. Experiences and feedback on all elements, including the underlying principles, the modality definitions, and the procedures, will be collected through transparent and publicized opportunities; feedback will be evaluated during the year, culminating in an outcomes report and associated revisions, to be presented at Senate in spring of 2027.

Overview of Initiative, Commitments and Foundational Principles



Overview

The updated Flexible Delivery and Learning Modes are part of a strategic approach to curriculum delivery commitments that are pedagogically informed, resourced, and prioritized for quality and consistency of the student experience. The processes and principles align with recent updates to the provincial standards for quality assurance (DQAB) in post-secondary education which emphasize not only broad access to diverse learning modalities, but also evidence of student support to ensure success in these learning environments. Associated guidelines, processes, and resources will support programs in modality decision-making and implementation.

The materials represent a redesign of the original TRUly Flexible Initiative outline focusing on these three goals for all TRU students to:

1. identify with, and are recognized by, their Faculties, Schools and programs
2. select from 10 delivery and learning modes (labelled TRUFlex 1 – 10) rather than between “campus” and “open learning” experiences
3. experience a consistent quality learning experience across all 10 delivery and learning modes

Every Student Can Start Here

TRU's *Academic and Open Learning Plan* articulates a principle of flexible entry and flexible access to learning through open education and a continuum of program delivery. This principle builds on a long institutional history. TRU holds the BC mandate for serving the open learning needs of British Columbia. TRU's Open Learning division has provided students with opportunities to learn at their own pace and in their own space. In addition, across the on-campus community, programs at TRU have, over the years, provided innovative delivery models to meet unique learner needs and regional contexts. And supporting all of this are the existing strengths TRU has demonstrated in educational technology combined with an active and deeply respected research and development community in open education.

Given all of this, TRU is well positioned to transform how it meets its mandate to provide and foster open education. A new comprehensive commitment to diverse learning modalities across its on-campus curriculum will ensure TRU can match demand for more flexible learning pathways for current and future learners.

Package Documents

There are four (4) documents in this package each presented separately for ease in accessing. There are three other documents (timeline, competencies and qualities that are supplemental docs still evolving).

1. Overview of Initiative, Commitments and Foundational Principles
2. Definition Details of Delivery and Learning Modes
3. Decision Chart and Guiding Questions
4. Curriculum Processes for Approving and Modifying Delivery and Learning Modes

Six Commitments to Student Success

The goal is to provide student access to a continuum of course and program delivery options that are selected and designed for student success.

Principles and procedures for curriculum modality ensure these commitments for learners:

1. Students know what delivery and learning mode will be required to complete a program and can easily discern the mode of courses when they register.
2. Students know what to expect when a course is delivered in a particular mode and their experience of delivery and learning modes is consistent in demand and quality across their time at TRU, in ways that meet the provincial quality assurance standards.
3. Students have access to the literacy, technology, and support necessary to be successful in any delivery and learning mode and so that learning is not impeded by the mode.
4. Students benefit from increased flexibility in their learning pathway to support overall success, measured in expanded student access, retention and completion rates.
5. Faculty have the resources and support necessary for curriculum design and delivery.
6. Criteria to support decision-making of delivery and learning mode for both programs and individual courses are clear, consistent and transparent across the institution, and invested in unique disciplinary needs and institutional capacity.

Foundational Principles for Flexible Learning Design and Delivery Modes

These foundational principles underpin decision-making, planning, design, assessment and instructional components of all courses and programs.

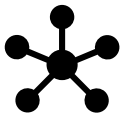
Flexible learning design must in principle and implementation align with the [principles and guidelines](#) for online delivery outlined by the Degree Quality Assessment Board (DQAB), as they pertain to students, faculty and staff, and institutional policies and procedures. In addition, it will be responsive to the elements of the Ministry's [BC Digital Learning Strategy](#).

The implementation of flexible learning design at TRU will be focused on these five foundational principles.

These principles will be part of the rationale for Senate approval for new programs with new delivery and learning modes.

At the course level, these principles help guide the conversations between faculty members, chair and dean.

The five principles outlined on the next pages are guidelines for decision-making about course and program delivery and learning modes.



Principle 1

Flexible Delivery and Learning Mode Decisions Are Aligned with Learner Needs, Discipline-Specific Pedagogies, Institutional Plans, DQAB Principles and Regulatory Body Requirements

Description

Decisions about program and course delivery and learning modes always begin with what is best for the learner, the ways in which learning happens and how instruction is designed for student success in the discipline area (pedagogies).

Delivery and learning mode changes need to be aligned with institutional priorities (plans, enrolment directions), along with DQAB principles and priorities for changing delivery and learning formats.

If applicable, decisions about delivery and learning mode changes must align with accreditation and regulatory bodies.

Outcomes

1. Discussions and decision-making about changing delivery and learning modes begin with exploring current needs of the learners, how students successfully learn the discipline and the learning outcomes, along with the related pedagogies (teaching and learning methods, assessment strategies, engagement activities) that best align with supporting the learning process. The decision-making process uses current and relevant data on learner needs and discipline directions.
2. Programs and courses demonstrate alignment with institutional, department and program vision and mission statements when making decisions new modes such as:
 - Identified need to expand domestic enrollment through flexible delivery modifications
 - Identified need to provide learning access to a specific community or cohort, that would otherwise be underserved or underrepresented
 - Identified need to complete an in-demand learning pathway at TRU that is currently not fully realized, such as requiring transfer or supplemental study from another institution.
3. Programs demonstrate alignment with DQAB program quality requirements and, if applicable, regulatory body requirements for course and program delivery and learning mode changes.



Principle 2

Flexible Delivery and Learning Modes Provide an Expansion of Accessible Learning Pathways

<i>Description</i>	<i>Outcomes</i>
<p>Course and program delivery and learning mode options are used for expanding pathways for student success and for creating more options for students to continue their learning journey.</p> <p>Students are provided with more flexibility in the ways in which they can access learning.</p>	<ol style="list-style-type: none">1. Increase in domestic enrollment through expanded streams of students entering through an expansion of and enhancement of current and new course and program delivery and learning modes.2. Increase in education pathways for underserved and underrepresented communities.3. Expansion of international and transnational enrolment with more flexible delivery and learning modes.4. Improved retention and completion rates in certain programs by providing other avenues for learning engagement.



Principle 3

Flexible Delivery and Learning Modes Must Have Equitable, Inclusive and Consistent Experiences along with Clear Communications with Learners

Description

For all courses or programs, delivery and learning mode options will be consistently delivered and equitably applied for all learners by ensuring the features and functions of each delivery and learning mode are similarly applied across all of TRU.

Definitions and details of each delivery and learning mode will help with student recruitment and registration processes. The definitions and details are commitments to the learners.

Instructors will provide sufficient details on course outlines to further explain details about the learning experience via the delivery mode.

Outcomes

1. The course or program completely adheres to the characteristics of the delivery and learning mode to ensure consistent student learning experiences across the institution. All courses and programs directly align the learning design to the TRU delivery and learning mode formats so that TRU upholds a commitment to consistent and clear details about the entire learning experience from the moment they register until they complete the course.
2. The experiences students have in the various delivery and learning modes will be equitably designed so that all students have a similar experience. For example, when students are in a TRUFlex 5 mode (half online and half on campus) regardless of the discipline or credential all students will all have the same scheduling of those online and in-person classes. Course outlines include more details on the delivery mode that aligns with the institutional definitions.
3. Faculty members provide effective instruction, safe, secure and inclusive learning environments across all delivery and learning modes. Faculty engage, communicate and evaluate students equitably regardless of the delivery and learning mode.
4. The TRU website includes an understandable set of definitions for each delivery and learning mode. This serves as TRU's consistent commitment to all learners. Student perception and institutional reputation is tied to a consistency in the quality and experience of flexible delivery.



Principle 4

Flexible Delivery and Learning Modes are Rooted in Evidence-Based Learning Design and Outcomes-Based Success Levels

Description of Principle

Decisions to offer a course or program in new delivery mode must consider how students learn in the subject/discipline area and the corresponding ways of designing learning experiences to meet institutional, program and course learning outcomes.

Learning design considers the evidence-based pedagogies that assist in learner success.

Changing delivery and learning modes is pedagogically informed and strategically aligned with course, program and institutional outcomes, where the process of learning is consistent in quality and expectation across the institution leading to high student confidence and outcomes.

Outcomes

1. Flexible delivery designs and learning methods are linked to the achievement of course and program learning outcomes in research-informed and measurable ways.
2. Flexible delivery and learning mode changes in programs (and the courses within) are thus justified based on the discipline-specific evidence-based strategies which are:
 - A research-informed process of integrated curriculum design that demonstrates an alignment of course and program outcomes, subject matter requirements, and the use of teaching resources and assessment tools, including online platforms and tools, in the context of identified target student needs.
 - Student experiences do not require additional barriers or resources to access, is of equal educational value, and are uniquely designed to reflect the benefits of the modality.



Principle 5

Flexible Delivery and Learning Mode Decisions Must Align with Institutional Resources and Capacity

Description of Principle

When making decisions about program or course delivery modes, it is vital there are appropriate institutional supports and resources for faculty members, OLFMs and instructional support staff especially in areas of digital competencies and literacies, program and course design and strategies with how to teach and learn in new delivery and learning mode.

Outcomes

Development of a new program or course delivery and learning mode only if approved in the context of institutional capacity and resources for student support, technological and pedagogical faculty support to ensure programming meets the expectations of the provincial quality assurance standards.

Definitions and Details of Flexible Delivery and Learning Modes



Goal

For TRU to offer a full continuum of quality programs and courses at the undergraduate and graduate levels via the most appropriate Flexible Delivery and Learning Modes to meet the needs of students, programs, and certification standards.

Expanding Flexible Delivery and Learning Modes

Through a spectrum of four core delivery and learning modes, TRU will expand flexible learning options for students aligning modes with the Canadian Digital Learning Research Association's definitions as outlined in the early page of the ([PDF Report](#)): Digital Learning Trends.

These terms are in alignment with other BC institutions and post-secondary institutions across North America.

Within each of the four modes, there are variants to assist instructors and students in communicating the details about how learning and teaching will happen.

Each delivery and learning mode has associated definitions, features, and required components found in this document.

The modes outline the opportunities, and constraints, that shape TRU's commitment to curriculum delivery for students. Academic oversight and responsibility for all TRU courses and programs are held by the respective Faculty or School regardless of the delivery and learning mode.

The four modes are:

- A. In-Person Learning
- B. Blended Learning
- C. Multi-Access Learning
- D. Online Learning

Digital Learning Trends

Whenever a discussion relates to learning modalities, it is essential to ensure a common understanding of the terms being used. Throughout this report, we use the following definitions for key terms related to modality:

ONLINE LEARNING means that a course or program is delivered entirely online with no on-campus student requirements. Online learning experiences may be synchronous, asynchronous, or a mix of the two.

IN-PERSON LEARNING means students must attend all classes in person (or on campus). Technology may be used to varying extents in an in-person course or program.

HYBRID LEARNING (also referred to as blended learning) means a mix of in-person and online instruction within a course or program. There are many different variations of hybrid learning.

MULTI-ACCESS LEARNING means that instruction is available in different modes for a given course, and students can move between modalities at their discretion. Hyflex learning is an example of multi-access learning.



TRU Spectrum of Flexible Delivery and Learning Modes

In-Person



Online

A. In-Person Learning			B. Blended Learning			C. Multi-Access Learning	D. Online Learning		
TRUFlex 1	TRUFlex 2	TRUFlex 3	TRUFlex 4	TRUFlex 5	TRUFlex 6	TRUFlex 7	TRUFlex 8	TRUFlex 9	TRUFlex 10
Off-Campus	Combination of Off-Campus and On-Campus	On-Campus	Mostly In-Person with Some Online Virtual	Half In-Person and Half Online Virtual	Mostly Online Virtual and Some In-Person	Bi-Modal	Virtual	Independent Self-Paced	Independent Paced
Scheduled Course Times	Scheduled Course Times	Scheduled Course Times	Scheduled Course Times	Scheduled Course Times	Scheduled Course Times	Scheduled Course Times	Scheduled Course Times	No Scheduled Course Times	No Scheduled Course Times
Organized Learning	Organized Learning	Organized Learning	Organized Learning	Organized Learning	Organized Learning	Organized Learning	Organized Learning	Independent Learning	Independent Learning
Does Not Need Space On-Campus	Needs Space On-Campus	Needs Space On-Campus	Needs Space On-Campus	Needs Space On-Campus	Needs Only Spaces for Specific Dates	Needs Space On-Campus	Does Not Need Space On-Campus	Does Not Need Space On-Campus	Does Not Need Space On-Campus
Set Start Date	Set Start Date	Set Start Date	Set Start Date	Set Start Date	Set Start Date	Set Start Date	Set Start Date	Anytime Start Continuous Entry	Set Start Date
Set End Date	Set End Date	Set End Date	Set End Date	Set End Date	Set End Date	Set End Date	Set End Date	Flexible End (max 30 wks.)	Set End Date
<i>Instructor Model</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Instructor Model</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Instructor Model</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Instructor Model</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Instructor Model</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Instructor Model</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Instructor Model</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Instructor Model</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Tutor Model</i> Contracted SMEs and Instructional Designer to Create Course, Online Learning Faculty Member (OLFM) Communicates Supports and Evaluates Learners	<i>Tutor Model</i> Contracted SMEs and Instructional Designer to Create Course, Online Learning Faculty Member (OLFM) Communicates Supports and Evaluates Learners

Comparison of April 2024 Senate Definitions vs. Revised

The April 2024 definitions included an inaccurate category title. Blended and hybrid mean the same thing. In addition, blended learning has become inconsistently applied and results in wide range of interpretations as to the percentage of online and in-person learning as it stands. Students are not often aware of how much of a course is online or in-person until they read the course outline. To provide a consistent learning experience in our commitments to learners, blended has been separated into three variants with details on approximate percentage of time in-person and online. The 2024 categories include two online categories which have now been combined into one. Within each of the four categories there are variants proposed which are merely more detailed definitions of the category aimed at clearer details for learners and instructors.

April 2024 Senate Approved Categories	February 2026 Proposed Definition Categories for Senate
In-Person	Keep → In-Person (3 Variants) <ul style="list-style-type: none"> • TRUFlex 1: Off-Campus • TRUFlex 2: Combination of Off and On-Campus • TRUFlex 3: On-Campus
Blended	Keep → Blended (3 Variants) <ul style="list-style-type: none"> • TRUFlex 4: Mostly In-Person with Some Online Virtual • TRUFlex 5: Half In-Person and Half Online Virtual • TRUFlex 6: Mostly Online Virtual with Some In-Person
Hybrid	Rename → Multi-Access (1 Variant) <ul style="list-style-type: none"> • TRUFlex 7: Bi-Modal
Online Synchronous	Keep and Merge → Online (3 Variants) <ul style="list-style-type: none"> • TRUFlex 8: Virtual • TRUFlex 9: Independent Self-Paced • TRUFlex 10: Independent Paced
Open Learning Asynchronous	

New Variant Labelling

Each delivery and learning variant of a mode is referenced by a number following the label, TRUFlex. For example, TRUFlex 3. The reason for the numbering system and new titles is to:

- Keep things simple for readability, labelling and referencing for all employees
- Harmonize the varied interpretations and language used across the institution
- Accommodate the evolving changes of technology and learning design without having to redo titles
- Prevent a comparison of delivery and learning modes from one institution to another
- Remove TRU from the ongoing discussion about what to call delivery modes and put the focus on the learning experience for students
- Incorporate Open Learning and on-campus modes into a singular matrix, thereby presenting all courses as one set of all TRU courses within the 10 numbers

A. In-Person Learning

Definition

In-person courses are when learning experiences are held at regularly scheduled instructional times where learners and instructors meet in-person at a defined location to achieve the learning outcomes.

There are three variants of in-person learning (TRUFlex 1, TRUFlex 2 and TRUFlex 3) with additional details outlined below.



TRUFlex 1

Off Campus

Courses take place in-person exclusively off-campus in locations, including offshore in other countries. Courses have regularly scheduled instructional times and students physically attend the course activities in-person.

TRUFlex 2

Combination of Off and On-Campus




Courses take place in-person *both* off-campus and on-campus. Courses have regularly scheduled instructional times and students physically attend the course activities in-person.

TRUFlex 3

On-Campus

Courses take place in-person exclusively on-campus. Courses have regularly scheduled instructional times and students physically attend the course activities in-person.

Details: A. In-Person Learning Variants

	TRUFlex 1 Off-Campus	TRUFlex 2 Combination of Off-Campus and On-Campus	TRUFlex 3 On-Campus
Icon			
Location	The instructor and students are physically co-present in-person at the same time.		
Scheduling Details	Scheduled course meeting times may be at off-site locations often outside of regular academic schedule such as evenings, weekends or extended weekdays.	Scheduled course meeting times are at both on-campus, in-person locations and off-site locations.	Scheduled course meeting times at on-campus classrooms and learning spaces.
Room Needs	Does Not Need Space On- Campus	Needs Space On-Campus	Needs Space On-Campus
Type of Learning	Organized Learning		
Start of Learning	Set Start Date		
End of Learning	Set End Date		
Model	<i>Instructor Model: Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners</i>		
Considerations	For students to demonstrate their learning using specialized equipment, participate in learning in a community location through practica, field experiences etc. Also, for students who cannot access reliable internet access or is not comfortable with technology. It also suits a course needing to leverage social engagements with classmates to build new learning and for students who learn best through in-person connections.		
Examples	<ul style="list-style-type: none"> • Field Lab • In-Community Learning Experience 	<ul style="list-style-type: none"> • Trades Foundation Program 	<ul style="list-style-type: none"> • Science Lab
Overview	Students learn through faculty member-facilitated engagement activities and demonstrations of learning that take place off-campus at scheduled times. Off-campus may mean a location close to the TRU campuses, an out of province location or out of country.	Students learn through faculty member - facilitated engagement activities and demonstrations of learning that take place both off-campus and on-campus at scheduled times. The off-campus learning is an integral part of the course or program.	Students learn through faculty-facilitated engagement activities and demonstrations of learning that take place 100% in-person, during scheduled course times in the same physical learning space (e.g., classroom, shop, lab) at campuses. Students may use learning technologies for enhanced interactivity and access to learning resources but happens outside of scheduled on-campus contact hours.

	TRUFlex 1 Off-Campus	TRUFlex 2 Combination of Off-Campus and On-Campus	TRUFlex 3 On-Campus
Design Philosophy	<p>Designed by a faculty member with course design support if requested. Student experience includes learning activities and instructional strategies selected for students to engage with the content, reflect on what they are learning, and interact with each other and the faculty member.</p> <p>Draws consistently on the advantages provided by the co-presence of learners and instructors in a classroom setting, such as opportunities for group work and discussion, application of learning, engagement with classmates etc.</p>		
Learner Preparation Activities	<p>May include offline or online learner preparation activities to be undertaken on learner's own time (e.g., watching videos, working with classmates on a group project, reviewing content in preparation for an application of learning, posting to a discussion board, contributing to a shared document, completing online web activities etc.) and sometimes these learner preparation activities may take place in lieu of a scheduled in-person class, as long as they are clearly detailed on the course outline and communicated to students.</p>		
Owner of Copyright	<p>Course content for all in-person delivery variants is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned as outlined in the TRUFA Collective Agreement.</p>		
Evaluation	<p>Students submit assignments and engage in demonstrations of learning either in person or via the learning management platform (Moodle). Faculty members may use digital learning materials, evaluate student work and communicate with students through Moodle.</p>		
Exams	<p>If used, invigilated exams are completed in-person at a scheduled date and time.</p>		
Student Engagement	<p>Students engage with content, classmates and instructors in many ways in off-campus and on-campus courses such as group activities, class discussions, group and team activities, guest speakers etc.</p>		
Interactions with Instructors	<p>Provides direct instruction – instructor likely presenting or demonstrating new information, providing feedback on guided practice activities, and facilitating independent individual or group work.</p>		
Interactions with Classmates	<p>Faculty member designs and manages interactions in the in-person, on-campus and off-campus scheduled classes. May include peer and group activities.</p>		
Student Prep for Technology	<p>Students should be prepared for a variety of learning technologies to be used in the learning experience. Students should have decent digital competencies and comfort with educational platforms and web tools.</p>		
TRU Technology	<p>Likely little to none unless specific technologies used in the field and off-campus.</p>	<p>Classroom Set up: Projector, Screen, Docking Station Moodle, WordPress, Mattermost, Pressbooks, Zoom and Big Blue Button</p>	

	TRUFlex 1 Off-Campus	TRUFlex 2 Combination of Off-Campus and On-Campus	TRUFlex 3 On-Campus
Short Description	<p>All learning engagements, activities and demonstrations of learning occur <i>in-person, off-campus</i> at <i>scheduled</i> times.</p> <p>Where: Off-campus</p> <p>When: Scheduled times</p> <p>How: Instructor-Led</p>	<p>All learning engagements, activities and demonstrations of learning occur <i>in-person, off-campus</i> and <i>on-campus</i> at <i>scheduled</i> times.</p> <p>Where: Off-Campus and On-Campus</p> <p>When: Scheduled times</p> <p>How: Instructor-Led</p>	<p>All learning engagements, activities and demonstrations of learning occur <i>in-person, on-campus</i> at <i>scheduled</i> times.</p> <p>Where: In-person and on-campus in a classroom</p> <p>When: Scheduled times</p> <p>How: Instructor-Led</p>

B. Blended Learning

Definition

Blended courses are a purposeful combination of two delivery and learning modes to achieve learning outcomes: 1) in-person learning, in which the instructor and students are physically co-present at the same scheduled times and 2) online virtual learning where the instructor and students meet at the same scheduled time via a web communication platform. Only one mode takes place at any one time with the intent to reduce the number of scheduled in-person hours.

There are three variants of blended learning (TRUFlex 4, TRUFlex 5 and TRUFlex 6) with additional details outlined below.



TRUFlex 4

Mostly In-Person and Some Online Virtual

Courses are scheduled and take place in-person for most (~ 70% or more) of the classes. The remaining percentage takes place at the same regularly scheduled instructional time, but in an online virtual learning mode.

TRUFlex 5

Half In-Person and Half Online Virtual




Courses are scheduled and take place in-person for half (~ 50%) of the classes. The other half takes place at the same regularly scheduled instructional time, but in an online virtual learning mode.

TRUFlex 6

Mostly Online Virtual and Some In-Person

Courses are scheduled and take place via an online virtual learning mode for most (~ 70% or more) of the classes. The remaining percentage takes place at the same regularly scheduled instructional time, but in-person.

Details: B. Blended Learning Variants

	TRUFlex 4 Mostly In-Person with Some Online Virtual	TRUFlex 5 Half In-Person and Half Online Virtual	TRUFlex 6 Mostly Online Virtual and Some In-Person
Icon			
Location	The instructor and students are either present in-person or online virtually.		
Scheduling Details	Class contact hours are scheduled and appear on the Course Schedule where the hours do not exceed the equivalent class time scheduled for fully in-person courses (combing both class time each week of in-person learning plus online virtual learning). There is a reduction in the number of in-person hours scheduled for a course. Instructors cannot reschedule or change the scheduled class format. Instructors indicate on course outline which days/weeks the class meets online.		
Room Needs	A classroom is scheduled for the duration of the whole course.	A classroom is scheduled for the duration of the whole course even though it will only be used approximately half of the time aligned with the course outline details.	A classroom will not be regularly scheduled for the course. Instructors indicate via DCU submission and inform students which weeks/days a separate classroom needs to be scheduled for the limited in-person class times.
Type of Learning	Organized Learning		
Start of Learning	Set Start Date		
End of Learning	Set End Date		
Model	<i>Instructor Model: Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners</i>		
Considerations	For courses requiring a few online virtual classes for external guest speakers, digitally engaged presentations, content activity etc. Rest of the course has applied learning requiring in-person activities and evaluation.	Courses that need about half of the classes to be in-person for application of learning and evaluation activities and the other half for content, engagement, presentations etc.	Online virtual courses that require some in-person classes for orientation, relationship building, in-person applications
Examples	<ul style="list-style-type: none"> Health care course 	<ul style="list-style-type: none"> Statistics, accounting courses 	<ul style="list-style-type: none"> Early childhood education, social work courses
Overview	Students learn through faculty-facilitated engagement activities and demonstrations of learning that take place mostly in-person (>70 %) during scheduled course times in the same	Students learn through faculty-facilitated engagement activities and demonstrations of learning that take place 50% during the scheduled times or via independent study and preparation	Students learn through faculty-facilitated engagement activities and demonstrations of learning that take place mostly online (>70%) during the scheduled times or via independent study and

	TRUFlex 4 Mostly In-Person with Some Online Virtual	TRUFlex 5 Half In-Person and Half Online Virtual	TRUFlex 6 Mostly Online Virtual and Some In-Person
	<p>physical learning space. The remainder of the classes (<30%) are either fully online via the same scheduled course times or via independent study and preparation time.</p> <p>This is a cohesive learning experience with each modality a complement to each other. Scheduling details of in-person and online is clearly stated on course outline.</p>	<p>time. The other 50% classes are scheduled in-person and on-campus in the same physical learning space.</p> <p>This is a cohesive learning experience with each modality a complement to each other. Scheduling details of in-person and online is clearly stated on course outline.</p>	<p>preparation time. The remainder of scheduled classes (<30%) are in-person/on-campus in the same physical learning space.</p> <p>This is a cohesive learning experience with each modality a complement to each other. Scheduling details of in-person and online is clearly stated on course outline.</p>
Design Philosophy	Blended courses require both modes to be used throughout the course aligned with the learning outcomes by maximizing the affordances of each mode, often, though not exclusively, using in-person delivery for active learning and group work, and online virtual instruction for content delivery, virtual guest speakers, or other activities that use educational technology tools. Online activities are meant to complement, supplement and build upon (rather than replace), in-person learning experiences and contribute to the achievement of the course learning outcomes.		
Learner Preparation Activities	May include offline or online learner preparation activities to be undertaken on learner's own time (e.g., watching videos, working with classmates on a group project, reviewing content in preparation for an application of learning, posting to a discussion board, contributing to a shared document, completing online web activities etc.) and sometimes these learner preparation activities may take place in lieu of a scheduled in-person or online class, as long as they are clearly detailed on the course outline and communicated to students.		
Owner of Copyright	Course content for all blended delivery variants is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned as outlined in the TRUFA Collective Agreement.		
Evaluation	Students submit assignments and engage in demonstrations of learning either in person or via the learning management platform (Moodle). Faculty members evaluate student work and communicate with students through Big Blue Button or Zoom video conferencing and Moodle or with students in the on-campus environment.		
Exams	If used, invigilated exams are completed in-person at a scheduled date and time.		
Student Engagement	<p>Students engage with content, classmates and instructors in many ways in on-campus courses such as group activities, class discussions, group and team activities, guest speakers etc.</p> <p>In the online parts of the course students engage in group activities, class discussions, group and team activities and guest speakers.</p>		
Interactions with Instructors	Provides direct instruction and facilitates an inclusive learning environment that encourages a sense of community for both the on campus and online environment.		
Interactions with Classmates	Faculty member designs and manages interactions in both the in-person and online learning environment. Spontaneous in-person interactions occur on campus. May include peer and group activities.		
Student Prep for Technology	Students know from the onset that instruction will be partially in-person and partially online (to varying degrees depending on mode), so they need to have access to the technology that enables them to actively engage in online portions of the learning experience.		

	TRUFlex 4 Mostly In-Person with Some Online Virtual	TRUFlex 5 Half In-Person and Half Online Virtual	TRUFlex 6 Mostly Online Virtual and Some In-Person
TRU Technology	Classroom Set up: Projector, Screen, Docking Station Moodle, WordPress, Mattermost, Pressbooks, Zoom and Big Blue Button		
Short Description	<p>All learning engagements, activities and demonstrations of learning occur mostly in-person, on-campus with some online at all scheduled times.</p> <p>Where: Mostly in-person and on-campus with some online</p> <p>When: Scheduled times</p> <p>How: Instructor-Led</p>	<p>All learning engagements, activities and demonstrations of learning occur half online and half in-person, on-campus with all classes happening at scheduled times.</p> <p>Where: Half online and half in-person and on-campus</p> <p>When: Scheduled times</p> <p>How: Instructor-Led</p>	<p>All learning engagements, activities and demonstrations of learning occur mostly online with some in-person, on-campus all classes happening at scheduled times.</p> <p>Where: Mostly online with some in-person and on-campus</p> <p>When: Scheduled times</p> <p>How: Instructor-Led</p>

C. Multi-Access Learning

Definition

Multi-access learning means that a course is available in different modes at the same time so that all learning outcomes can be achieved. Students have a choice as to which mode most benefits their learning situation.

There is one variant of multi-access learning: TRUFlex 7 as follows:



TRUFlex 7


Bi-Modal

Students participate in the same learning activities at the same time either in person or online virtually.

Students can't move between the modes.

They register for either an in-person course section or virtual scheduled course section. Both sections happen at the same time.

Details: C. Multi-Access Learning Variant

TRUFlex 7 Bi-Modal	
	
Location	The instructor and some students are together in a classroom. Other students join the classroom times via web conferencing platform.
Scheduling Details	Class contact hours are scheduled and appear on the Course Schedule. Scheduled course meeting times for both the on-campus and virtual learning experiences at the same time. Students register in either a section reserved for in-person or a section for online learning.
Room Needs	Classroom space needs to be scheduled aligned with the maximum number of students able to register in the on-campus section. NOTE: Very few rooms meet the technological requirements for this mode.
Type of Learning	Organized Learning
Start of Learning	Set Start Date
End of Learning	Set End Date
Model	<i>Instructor Model:</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners
Considerations	<ul style="list-style-type: none"> • A course where learning outcomes can be achieved either by attending online virtually or in-person within the same scheduled time • A cohort of students spread over a geographical area coming together to join a cohort of in-person students who benefit from learning together in a dual mode environment
Examples	Professional courses, graduate courses
Overview	Students learn through faculty-facilitated engagement activities and demonstrations of learning that take place either on-campus/in-person or online during the same scheduled times. Students register for the course in either the online or in-person section and cannot switch between the two.
Design Philosophy	Designed by a faculty member with course design support if requested. A purposeful learning design of an on-campus, in-person learning experience offered at the same time as students participating virtually. Technologies and activities facilitate a meaningful, engaging learning experience for all students to interact with the content, each other, and the faculty member. Students are responsible for choosing their preferred method of participating (in-person or online). Content and activities for in-person and online scheduled sessions are developed upfront to ensure an equivalent experience for all students to attain course learning outcomes. Bi-modal courses must be delivered in classrooms specially equipped to provide high quality audio and video access for equal participation opportunities for all students (call TRU Flexible Classrooms). Learning in this way requires enhanced pedagogical approaches so learners can engage effectively across both environments simultaneously and successfully with effective communications and connectivity. Sometimes learners can't attend the in-person or online and instead watch a recording of the class and engage in all the same activities classmates are doing in the other two modes.

	TRUFlex 7 Bi-Modal
Learner Preparation Activities	There may be offline or online learner preparation activities to be undertaken on the learner’s own time (e.g., watching videos, working with classmates on a group project, reviewing content in preparation for an application of learning, posting to a discussion board, contributing to a shared document, completing online web activities etc.) and sometimes these learner preparation activities may take place in lieu of a scheduled class as long as they are clearly detailed on the course outline.
Owner of Copyright	Course content for TRUFlex 7 is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned per the TRUFA Collective Agreement.
Evaluation	Students submit assignments and engage in demonstrations of learning either in person or via the learning management platform (Moodle). Faculty members evaluate student work and communicate with students through Big Blue Button or Zoom video conferencing and the Moodle or with students in the on-campus environment.
Exams	If used, invigilated exams are completed in the mode that corresponds with their section registration. For example, online virtual learners will undertake an exam online at a scheduled time.
Student Engagement	Students in the on-campus classroom can see, hear and engage with their online classmates on screens around the room and vice versa.
Interactions with Instructors	Provides direct instruction and encourages a sense of community with both the in-person and online environment.
Interactions with Classmates	Faculty member designs and manages interactions in the scheduled sessions with in-person and online students at the same time. Spontaneous in-person interactions occur on campus. May include peer and group activities.
Student Prep for Technology	Students should know from the onset that instruction will include some students joining online, so they are likely to have access to the technology that enables them to actively engage in learning experience.
TRU Technology	Important: There are very few specially- equipped rooms with enhanced video and audio for two-way high-quality sound and video. Will require use of Zoom and other AV related technology for appropriate audio and video quality.
Short Description	<p>All learning engagements, activities and demonstrations of learning occur either online or in-person, on-campus at all scheduled times.</p> <p>Where: Either online or in-person and on-campus at the same time</p> <p>When: Scheduled online and in-person/on-campus at the same time</p> <p>How: Instructor-Led</p>

D. Online Learning

Definition

Online learning courses involve learning experiences that are delivered entirely via the web with no on-campus or in-person requirements. The learning activities have been designed so that all learning outcomes can be achieved using online tools and technologies.

There are three variants of online learning (TRUFlex 8, TRUFlex 9 and TRUFlex 10) with additional details outlined below.



TRUFlex 8

Virtual

Programs and courses are delivered in a fully online format with the same academic schedule and contact hours as in-person courses. Learning happens in real-time at scheduled times but from different locations. Students and their instructors log into a web conferencing platform and are co-present in this online virtual environment and participate in ways like an in-person course.



TRUFlex 9

Independent Self-Paced




Self-paced online courses have flexible start dates and allow up to 30 weeks to complete the course. There are no scheduled classes and students learn independently at their own pace.

TRUFlex 10

Independent Paced

Paced online courses follow a regular semester schedule, with specific start and end dates. There are no scheduled classes and students learn independently at their own pace even though they are also part of a cohort with other online students.

Details: D. Online Learning Variants

	TRUFlex 8 Virtual	TRUFlex 9 Independent Self-Paced	TRUFlex 10 Independent Paced
			
Location	The instructor and students are in different locations but come together virtually via online platforms. They never come together on-campus.	The students are in different locations and never come together as this mode is independent learning in own spaces.	The students are in different locations and never come together as this mode is independent learning in own spaces.
Scheduling Details	Class contact hours are scheduled and appear on the Course Schedule.	There are no scheduled class times as not required.	There are no scheduled class times as not required.
Room Needs	Does not need on-campus space.		
Type of Learning	Organized Learning	Independent Learning	Independent Learning
Start of Learning	Set Start Date	Start Anytime	Set Start Date
End of Learning	Set End Date	Flexible End Date (max. 30 weeks)	Set End Date
Model	<i>Instructor Model:</i> Same Faculty Member Designs Learning, Adjusts Experiences, Engages, Assesses and Evaluates Learners	<i>Tutor Model:</i> Contracted SMEs and Instructional Designer to Create Course, Online Learning Faculty Member (OLFM) Communicates Supports and Evaluates Learners (some courses are also available in print version)	<i>Tutor Model:</i> Contracted SMEs and Instructional Designer to Create Course, Online Learning Faculty Member (OLFM) Communicates Supports and Evaluates Learners
Considerations	<ul style="list-style-type: none"> A course where learning outcomes can be achieved in a fully online environment but requires engagement with other learners and scheduled instructor for success Courses with little to no hands-on learning but require a scheduled virtual time to share content and engage learners Courses that require regular live online interactions between instructors and students to organize their learning 	<ul style="list-style-type: none"> Independent courses that students can progress through at own pace, on their own 	<ul style="list-style-type: none"> Independent courses that require a cohort to start and end at same time but then students progress through at own pace, on their own before the term end date
Examples	<ul style="list-style-type: none"> Communications, business, arts courses etc. 	<ul style="list-style-type: none"> See Open Learning course and program list 	<ul style="list-style-type: none"> See Open Learning course and program list

	TRUFlex 8 Virtual	TRUFlex 9 Independent Self-Paced	TRUFlex 10 Independent Paced
Overview	Students learn through faculty-facilitated engagement activities and demonstrations of learning that take place 100% online during scheduled course times from any location via a video conferencing platform. Students will use learning technologies for enhanced interactivity and access to learning resources, but this happens outside of scheduled virtual contact hours.	Students learn independently at their own pace and in their own spaces following an organized set of content, instructions, and activities. Online Learning Faculty Members (OLFM) evaluate student demonstrations of learning.	Students learn independently at their own pace and in their own spaces following an organized set of content, instructions, and activities. Online Learning Faculty Members (OLFM) evaluate student demonstrations of learning.
Design Philosophy	<ul style="list-style-type: none"> • The course mirrors the expectations of in-person instruction but with regular connections with students through web-based tools. • Designed by a faculty member with course design support if requested. • The course uses a variety of learning technologies and pedagogies to engage students in the learning experience. • Students are expected to participate in all the online scheduled sessions as designated by the faculty member. 	<p>Designed by the institution’s Open Learning Team including instructional designers, editors and course developers. Various assessment, learning activities, instructional strategies, and technologies are considered to facilitate a meaningful, self-directed learning experience. Courses are designed so that students can learn and participate at their own pace in their own spaces.</p> <p>These courses are asynchronous – meaning learning materials and activities are prepared in advance so that students can access at a time of their choosing within a designated time frame. Students are supported in their studies by Open Learning Faculty Members (OLFM) who respond to students, help them progress, clarify concepts, encourage assignment completion, suggest different approaches or resources and provide students with academic assistance as required to complete the course. OLFMs mark student assignments and exams.</p> <p>Student interaction with OLFMs and other students occurs asynchronously, without scheduled contact hours. Students are expected to be self-directed with some communications with the Online Learning Faculty Member (OLFM). These courses are delivered via a learning platform.</p> <p>Some of these courses can be printed for incarcerated individuals who do not have access to the Internet and make a specific request indicating no internet access.</p> <p>There are handful of connected lab or practicum courses that are required to be delivered synchronously in person.</p>	
Learner Preparation Activities	The course may include offline or online learner preparation activities to be undertaken on the learner’s own time between the scheduled classes (e.g., watching videos, working with classmates on a group project, reviewing content in preparation for an application of learning, posting to a discussion board, contributing to a shared document, completing online web activities etc.). Sometimes these learner preparation activities may take place in lieu of an online virtual class as long as they are clearly detailed on the course outline and communicated to students.	n/a – see design philosophy	n/a – see design philosophy

	TRUFlex 8 Virtual	TRUFlex 9 Independent Self-Paced	TRUFlex 10 Independent Paced
Owner of Copyright	Course content is developed and delivered by the campus faculty member (TRUFA) teaching the course. Copyright is assigned as outlined in the TRUFA Collective Agreement.	Course content, including in-person lab and practicum courses, is created in advance of course delivery by a TRU course development team that includes subject matter experts, instructional designers (TRUFA), editors and copyright staff, and a media and production team. Copyright is assigned as outlined in the TRUOLFA Collective Agreement.	Course content, including in-person lab and practicum courses, is created in advance of course delivery by a TRU course development team that includes subject matter experts, instructional designers (TRUFA), editors and copyright staff, and a media and production team. Copyright is assigned as outlined in the TRUOLFA Collective Agreement.
Evaluation	Students submit assignments and engage in demonstrations of learning either in person or via the learning management platform (Moodle). Faculty members evaluate student work and communicate with students through Big Blue Button or Zoom video conferencing and Moodle.	Students submit assignments and demonstrations of learning via the learning management platform (Moodle). Online Learning Faculty Members (OLFM) evaluate student work and communicate with students via email, Big Blue Button or Zoom web conferencing, phone and/or the Moodle.	Students submit assignments and demonstrations of learning via the learning management platform (Moodle). Online Learning Faculty Members (OLFM) evaluate student work and communicate with students via email, Big Blue Button or Zoom web conferencing, phone and/or the Moodle.
Exams	If used, invigilated exams are completed online at a scheduled date and time.	If used, invigilated exams are completed online at a scheduled date and time or in-person at an approved exam centre.	If used, invigilated exams are completed online at a scheduled date and time or in-person at an approved exam centre.
Student Engagement	Students engage with content, classmates and instructors in many ways in online courses such as group activities, class discussions, group and team activities, guest speakers etc.	Students independently engage with course activities, discussion forums and interactive materials. Any social engagement with classmates would be replying to discussion posts or similar activities.	Students independently engage with course activities, discussion forums and interactive materials. Social engagement via the Moodle platform activities could possibly occur with classmates.
Interactions with Instructors	Mirrors expectations of in-person instruction. Regularly connects with students through web-based tools.	Students are required to communicate, ask questions and seek guidance from Online Learning Faculty Members (OLFM).	Students are required to communicate, ask questions and seek guidance from Online Learning Faculty Members (OLFM). Some OLFMs may plan for optional online meeting times.
Interactions with Classmates	Faculty member designs and manages the interactions in the live online sessions. The course is designed so that students purposefully engage with each other in projects, activities and peer activities between scheduled virtual classes.	There may be some activities so that there is interaction between classmates. Since this is a self-paced independent course there is likely minimal classmate engagement.	There may be some activities designed so that there is interaction between classmates.
Student Prep for Technology	Students know from the onset that all instruction will happen online, so they are likely to have	Students know from the onset that instruction will include an online self-paced mode of delivery, so	Students know from the onset that all instruction will happen online in a paced environment, so they

	TRUFlex 8 Virtual	TRUFlex 9 Independent Self-Paced	TRUFlex 10 Independent Paced
	access to the technology that enables them to actively engage in the learning experience.	they are likely to have access to technology that supports their choice to actively engage in the learning experience.	are likely to have access to the technology that enables them to actively engage in the learning experience.
TRU Technology	Moodle, WordPress, Mattermost, Pressbooks, Zoom and Big Blue Button	Moodle, WordPress, Mattermost, Pressbooks, Zoom and Big Blue Button	Moodle, WordPress, Mattermost, Pressbooks, Zoom and Big Blue Button
Short Description	<p>All learning engagements, activities and demonstrations of learning occur fully and virtually online for all classes at scheduled times.</p> <p>Where: Online</p> <p>When: Scheduled times</p> <p>How: Instructor-Led</p>	<p>All learning engagements are <i>independent</i> at own pace and in own spaces following an organized set of content, instructions, and activities to be completed <i>within a maximum time of 30 weeks</i>.</p> <p>Where: Online</p> <p>When: Any time within 30-week period, no set meeting times</p> <p>How: Independent</p>	<p>All learning engagements are <i>independent</i> at own pace in own spaces following an organized set of content, instructions, and activities to be completed <i>within set term start and end dates</i>.</p> <p>Where: Online</p> <p>When: Scheduled start and end dates, no set meeting times</p> <p>How: Independent</p>

Curriculum Processes for Approving and Modifying Program and Course Modes



Curriculum Processes for Approving and Modifying Program and Course Delivery and Learning Modes

Decision making for flexible modes of delivery and learning at the program and course level will be grounded in the five *Foundational Principles for Flexible Learning Design and Delivery* and the *TRU Spectrum of Flexible Delivery and Learning Modes*.

Programs will be supported in decision-making for delivery and learning modality changes through resources such as the *Guiding Questions for Delivery and Learning Mode Changes* and *Learner-Centric Decision Chart for Delivery and Learning Modes*.

Degree Quality Assurance Board (DQAB) criteria for online delivery mode applies at the program and course levels and will be included within TRU's Program Review process (see [Quality Assessment Process and Criteria: BC Public Post-Secondary Institutions September 2024 – Appendix 5: Online Delivery Guidelines - page 59](#)) and should be consulted as part of the decision-making process.

Programs

The guaranteed delivery and learning mode(s) for programs is a required element in the Senate approval of new programs or program modifications and, as such, will be determined with rationale as part of the curricular governance process. Standards and criteria for program delivery and learning mode are also prescribed by requirements set by the Degree Quality Assurance Board (DQAB).

Courses

Currently Senate-approved courses are defined in one of two categories: open learning and on-campus. Once a course is approved with one or both of these categories, the determination of the delivery and learning mode of any given course section is approved by the dean as part of scheduling, with relevant consultation:

- TRUFlex 1 – 8 delivery and learning modes for will be determined through dean approval in consultation with the program chair of the annual scheduling of courses, accountable to the specifications of approved program mode, the key principles of flexible learning design, the matrix of flexible delivery and learning modes, and all other provided guidelines and processes. The mode of individual on-campus courses thus can vary between sections and from term to term, as a function of schedule planning.
- TRUFlex 9 and 10 delivery and learning modes for *open learning course development* will be determined through Dean approval in consultation with the program chair and Open Learning Director of Curriculum Development and Delivery or designate.

Procedures

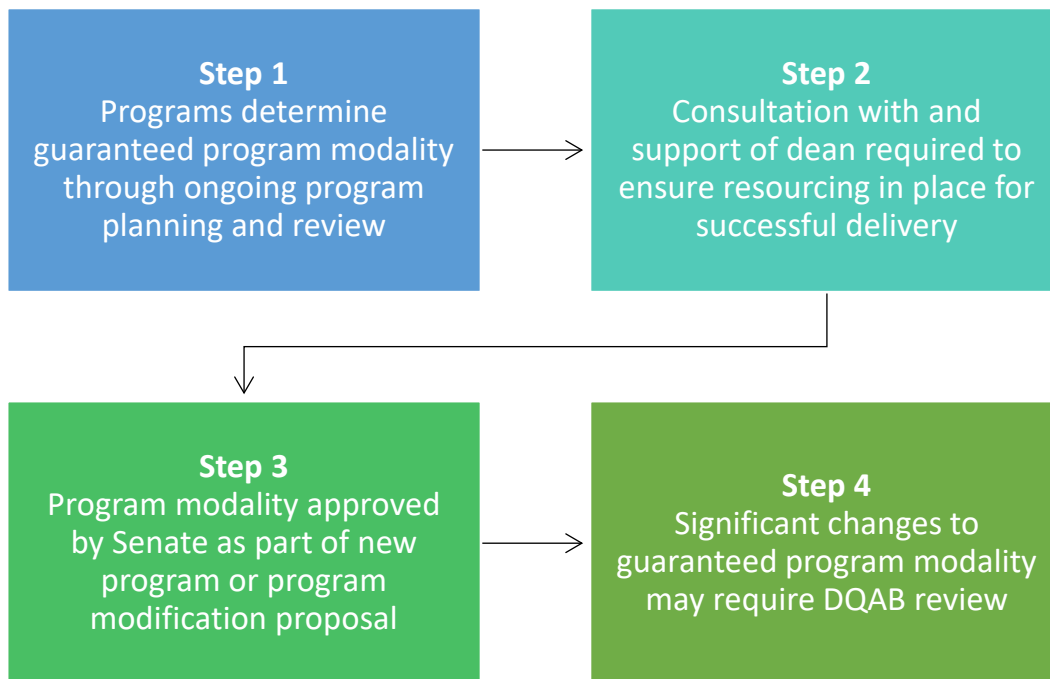
See the following pages for procedures for the following:

Procedure 1: Approval and Modification of Program Delivery and Learning Modes

Procedure 2: Approval and Modification of On_Campus.Course Delivery and Learning Modes

Procedure 3: Approval and Modification of Open.Learning Course Delivery and Learning Modes

A. Procedure 1: Approval and Modification of Program Delivery and Learning Modes



Defining program delivery and learning modes

1. Program delivery and learning mode already exists as a required component of all program proposals at TRU and is approved as part of the existing curricular governance process.
2. The formal recognition and approval of the program delivery and learning mode will now extend beyond the existing categories of *Open Learning*, *On-Campus* or *Blended* to properly recognize the broader range of on-campus program delivery and learning modes available and will be expressed using the modes defined in TRU's Spectrum of Flexible Delivery and Learning Modes (Section C of this document and Appendices for more detail).
3. Design, approval and implementation of program delivery and learning mode, including for non-degrees, will align with both institutional strategic priorities and DQAB standards and criteria, including both Standard 4 and Appendix 5 as summarized below:

Standard 4

Learning Methodologies and Program Delivery (p. 20)

Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at the degree level standard and at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed method of delivery effectively and reasonably accommodate students with physical and health-related challenges.

Appendix 5

Online Delivery Guidelines: Guiding Principles for Online Delivery (pp. 59 and 60)

- **Accessibility** – all students, staff, and faculty, regardless of location, or physical or developmental impairment, can access and use all course materials and tools.
- **Technology Infrastructure** – the learning management system and online tools are accessible, reliable, affordable, well-maintained, and recoverable.
- **Faculty Expertise** – faculty must have the appropriate qualifications, knowledge, and skills required to support the achievement of learning outcomes in an online environment.

- **Learning Outcomes** – institutions must ensure online components of programs to ensure that students achieve program and degree level learning outcomes.
 - **Communication** – the institution’s expectations, policies, and procedures are open and transparent, and students are made aware of any issues that may impact their learning.
 - **Student Engagement** – the institution, faculty, and support staff must communicate, collaborate, and actively involve students to ensure an enriching educational experience.
 - **Support for Students and Faculty** – support staff for students and faculty are readily available to provide support in an online environment comparable to what would be available on-campus.
 - **Risk Management** – technology recovery plans are in place in the event of a failure, and policies and procedures are in place to verify student identity and maintain the academic integrity of assessments.
 - **Evaluation** – student and faculty feedback are used for ongoing evaluation and enhancement of the online delivery model and faculty teaching performance.
4. A program’s delivery and learning mode is defined as one of the four overarching delivery and learning modes (A. In-Person B. Blended C. Multi-Access D. Online) which are guaranteed to students to complete the program.
 5. The specification and approval of one or more delivery and learning modes for a program’s guaranteed delivery does not preclude the offering of additional delivery and learning modes in individual courses as value added options, determined through scheduling (see Procedures 2 and 3).
 6. Programs that have historically been approved twice, as Campus and OL versions, can, moving forward, be approved as single programs with multiple guaranteed delivery and learning modes, provided the revised residency policy is approved at Senate.

The following procedures map the processes for defining and approving the delivery and learning mode(s) of any *new* senate-approved program or any program modification at TRU.

Step 1: Determine Guaranteed Program Delivery and Learning Mode(s)

Decision on guaranteed program delivery and learning mode(s) is made early in the proposed program design (or modification plan) and articulated as part of the credential architecture.

When making decisions on the guaranteed program delivery and learning mode(s) of a program, the following must be considered:

- The capacity of the institution, expressed through dean support, to guarantee the proposed delivery mode(s) to students over the course of their study.
- The proposed delivery and learning mode(s) are supported by demonstrated institutional resourcing and capacity, including student supports for learning and technology, faculty supports and competencies for new course design and technology.
- The proposed delivery and learning mode(s) are aligned with the principles for flexible learning and delivery, can meet the standards and criteria established by DQAB, and are aligned with the academic intent and content of the program and are appropriate to the discipline and nature of student learning experience. See Appendices.
- When proposed delivery and learning mode(s) changes include *TRUFlex 9 and 10*, attention to differentiating program admissions and course prerequisites for those guaranteed delivery and learning modes is necessary to ensure alignment with Planning Council for Open Learning (PCOL) and policy. Historically defined Open Learning programs can, through modification, be combined with campus programs, but clear maintenance of admissions and prerequisite distinctions is necessary for students in those guaranteed delivery modes.

Step 2: Developing a Rationale through Engagement

Rationale for guaranteed program delivery and learning mode(s) is developed through internal and external engagement.

When establishing the rationale for delivery mode(s) in the new program proposal or for a program modification, consider the following:

- The dean must approve the proposed delivery and learning mode(s) as part of overall support for the proposed credential
- When proposed delivery and learning mode(s) include TRUFlex 8-9, engagement is necessary with Open Learning Curriculum Planning Group to establish capacity and timelines.
- Include proposed delivery and learning mode(s) in development of proposed program budget.
- Ensure student services and library supports extend to student experiences in the proposed delivery and learning mode(s).
- Review and engagement with comparator programs in the province should include the question of delivery and learning mode.
- Market research reporting can be used to support rationale for delivery and learning mode(s), including information on target audiences.
- For modifications, a plan is needed to support students to complete the credential in the delivery and learning mode in which they began.

Step 3: Approval Processes for New Programs and Program Modifications

New programs and program modifications are approved through TRU's curricular governance process.

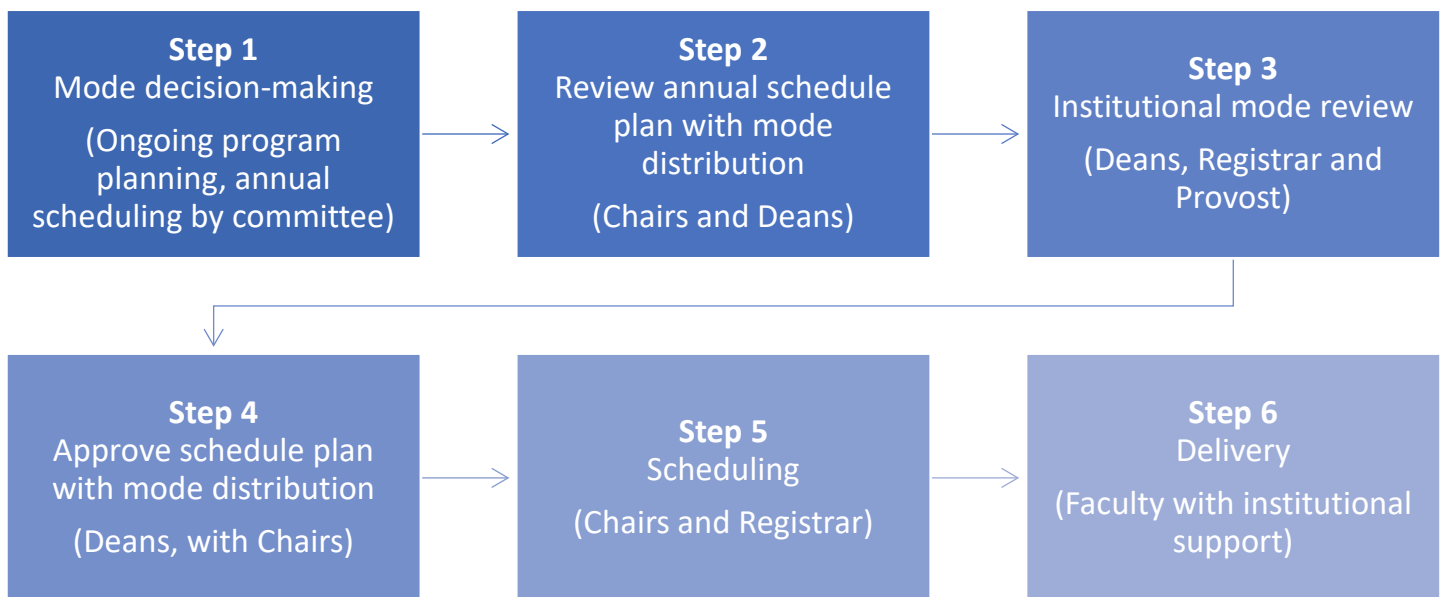
New Programs

- Internal approval pathway for new programs is defined in Category III of the curricular governance process, culminating in Board approval.
- External approval for degrees requires completion of the Stage 1 process and, for non-degrees, completion of the 30-day peer review.

Program Modifications

- Modifications to programs involving delivery and learning mode are Category III changes in the curricular governance process, requiring Senate approval.
- Modification to program delivery mode that impacts 50% or more of courses may be defined as a new degree and must be reviewed by DQAB through the *determination of new degree* process.

B. Procedure 2: Approval and Modification of On-campus Course Delivery and Learning Modes (TRUFlex 1 -8)



Courses will continue to be approved through curricular governance process in one of two categories: campus and Open Learning. The following procedure maps the decision-making and approval for course delivery and learning mode decisions as a function of scheduling for **all courses that are considered on-campus**.

Courses approved as on-campus courses can be scheduled across TRUFlex 1-8 delivery and learning modes using the following procedures.

Step 1: Learning Centered Decision-Making for Course Delivery and Learning Modes

(CA: 10.3.2.2, 10.3.2.3, and 10.3.2.6)

The Department Chair, collegially with the department workload committee, includes the delivery and learning mode distribution of course sections as part of the schedule development, which shall be subject to the approval of the dean.

When making decisions on selected course delivery and learning modes, the following must be considered:

- New modes must be in keeping with the overall quality of the academic program and not undermine the academic intent and content of the program, as approved by Senate, and relevant academic policy and regulations. Chairs and deans will ensure the balance of modes is appropriate to the discipline.
- New modes require fulsome discussions and engagements with faculty members, the chair and dean to ensure all aspects of the course delivery change will only positively enhance the learning experience, the program's quality, support broader course availability and be aligned and comply with quality assurance, regulatory and DQAB bodies.
- New modes must have demonstrated institutional resourcing and capacity, including student supports for learning and technology, faculty support and competencies for new course design and technology.
- New modes must be consistently delivered with the details of the Spectrum of Flexible Delivery and Learning Modes.
- Instructors' personal preferences cannot be used to justify selected course delivery modes.
- Program curriculum committees can build a delivery and learning mode plan for the program, identifying an approach designed to enhance learning unique to the program, which can inform annual scheduling.

Department Chairs, with the Department or Unit workload committee, and with consultation with the program faculty, can build a rationale for modality distribution with, but not limited to, the following questions and perhaps in context of a program's delivery and learning mode plan:

- Is the proposed course delivery and learning mode required to meet delivery commitments of the program?
- Is the proposed delivery and learning mode offered as an extra value-added option for students? What is the demonstrated value?
- Does the proposed delivery and learning mode align with the disciplinary pedagogy and goals of the program?
- Is there a recognized student demand or value to be met through the proposed mode?
- Do students have access to the necessary technologies?
- Do students have access to resources needed to support effective learning through the proposed mode?
- Using Appendices (see Technology Requirements row), are the IT requirements in place to support effective delivery of the selected course delivery and learning mode?

Step 2: Scheduling Submission to Dean

(CA: 10.3.2.3)

The Department Chair and Dean review the proposed teaching assignment along with the workload plan, including the course delivery and learning modes.

When reviewing the plan, the Dean includes consideration of the proposed mode distribution of all course sections. Considerations should include:

- All of the elements related to the rationale in Step 1.
- The department-approved *workload weighting document*. (10.3.2.6.1). Course preparation in a new delivery and learning mode may be considered similarly to course level, enrolment numbers, or new preparations, as a factor in workload, after the requirements of program delivery.
- Course delivery and learning mode changes may be considered part of the expected and ongoing work of course updating and redesigning.

NOTE: Faculty members teaching in TRUFlex modes 1 through 8 are required to be physically located within the province of British Columbia for the duration of the term.

Step 3: Institutional Delivery and Learning Mode Distribution Review

Deans collate their Faculty Program and Course Delivery and Learning Mode distribution summaries for the following year and share with the Provost and Registrar for a pan-institutional review of modality distribution.

- When reviewing the pan-institutional delivery and learning mode distribution report, deans, the Provost and Registrar assess plans to monitor for institutional resource demand and capacity, along with alignment with key principles for the flexible delivery strategy.
- Deans take feedback and any adjustments back to their departments for discussion and revision as needed; adjusted annual workload plans are resubmitted to the dean as needed.

Step 4: Review Schedule Plan with Mode Distribution

(CA: 10.3.2.4)

Deans approve annual workload plans with course delivery and learning mode distribution and approved workloads are sent to faculty, including modality distribution.

Step 5: Scheduling

Department chairs or designates include selected delivery and learning mode code when entering scheduling data for the upcoming academic year.

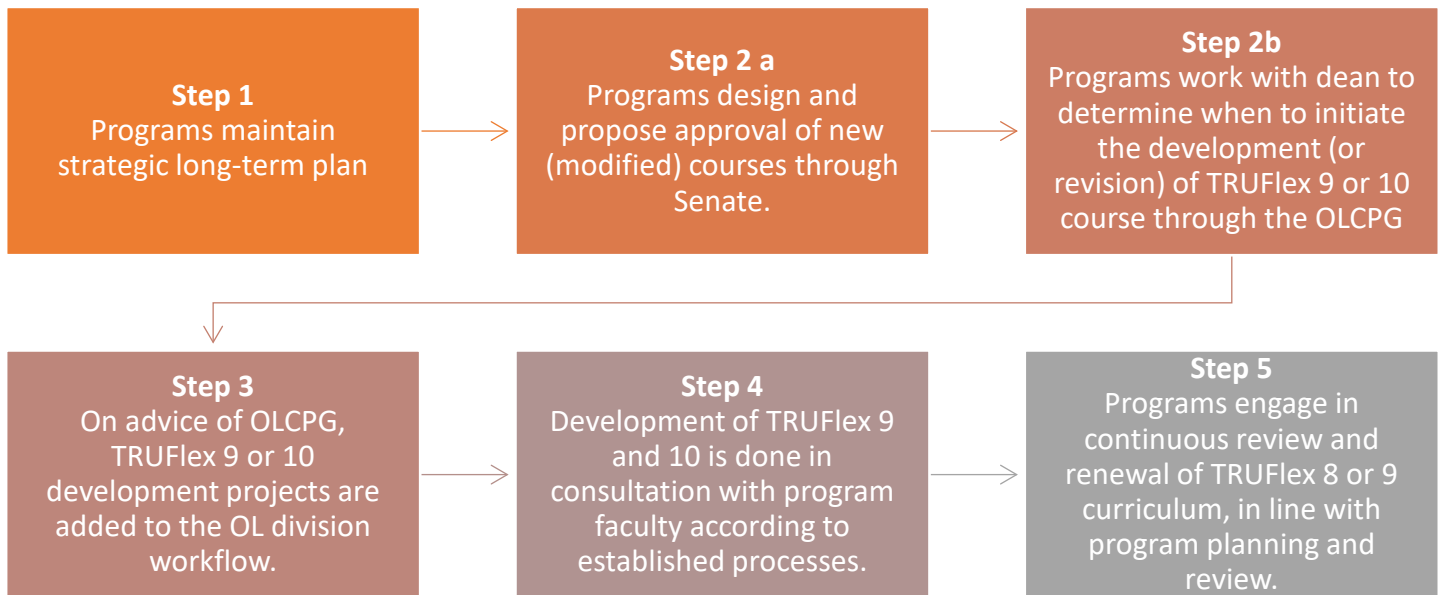
- The course section delivery and learning mode is scheduled by the Registrar's Office and the mode is made clear to students before registration occurs through aligned labelling along with adequate details about each course delivery and learning mode.

Step 6: Delivery

Faculty deliver course sections following the definitions and features of the approved TRU delivery and learning mode for that iteration.

- To ensure consistent and quality student experience, course delivery must follow the definition and features of the designated mode as outlined in the approved definitions.

C. Procedure 3: Approval and Modification of Open.Learning Course Delivery and Learning Modes (TRUFlex 9 and 10)



Courses at TRU will continue to be approved through the curricular governance process in one of two categories, campus and Open Learning. The following procedure maps the decision-making and approval for all courses that are considered Open Learning (TRUFlex 9 and 10).

Step 1: Maintain Plan for TRUFlex 9 and 10 Courses

Programs, in discussion with dean and OL curriculum development and delivery, implement and maintain a strategic process and criteria for determining which courses should be approved for OL delivery (TRUFlex 9 and 10).

- To guide delivery and learning mode decisions, programs should develop a delivery and learning mode plan based on both program-specific and institutional-level criteria, to be reviewed annually.

Step 2: Approval of New TRUFlex 9 and 10 Courses

When making decisions to approve an *open learning* course (TRUFlex 9 or 10), programs in consultation with the dean can consider:

- Demands of existing open learning programs (with guaranteed delivery in TRUFlex 9 and 10).
- Potential of the delivery and learning modes to expand student pathways in a meaningful way, providing needed extra access to the courses or to learning opportunities generally.
- New modes must be in keeping with the overall quality of the academic program and not undermine the academic intent and content of the program, as approved by Senate, and relevant academic policy and regulations. Chairs and deans will ensure the balance of modes is appropriate to the discipline.
- New modes require fulsome discussions and engagements with faculty members, the chair and dean to ensure all aspects of the course delivery change will only positively enhance the learning experience, the program's quality, and be aligned and comply with quality assurance, regulatory and DQAB bodies.
- New modes must have demonstrated institutional resourcing and capacity, including student supports for

learning and technology, faculty support and competencies for new course design and technology

The approval process for an open learning course follows regular curricular governance processes for new course development. The process must ensure:

- A new open learning course must align with any existing or co-approved campus version of the course, with the same description and learning outcomes. Variation in admission and pre-requisites are allowed, as defined by PCOL.

Step 3: Initiating Development of an Open Learning Course

Programs work with their dean, in consultation with Open Learning curriculum development and delivery, to place an approved open learning course for development (or revision) into the OL implementation plan overseen by the Open Learning Curriculum Planning Group (OLCPG) and maintained by the Director, Curriculum Development and Delivery.

- The need for a course development proposal (for a new course development or course content revision) might be initiated by the program or by a need identified within OL curriculum development and delivery units. Rationale might align with that used to initially approve the course, in Step 1, or be a response to current issues within an existing version of the course.
- Discussion between program faculty and instructional designers may be needed to clarify and confirm the scope of a revision or the unique needs of any new build. Any related course approval work should be done at this time.
- The criteria to move forward on course development include those informing the original approval of the OL course (in Step 1), the significance of the project within the faculty's strategic priorities for OL development, and its significant within the larger institutional implementation plan as overseen by the OLCPG.
 - Within these criteria, a course development proposal is reviewed by the program and the dean.
 - The dean, or dean's designate, brings the course proposal forward to the OLCPG for inclusion in the OL curriculum implementation plan, essentially placing it within a 3-year rolling development plan.

Step 4: Development of an Open Learning Course

Deans (or designates) coordinate with open learning curriculum development to form a course development team with at least one faculty member(s) and an instructional designer, with additional members added as the project proceeds, who are responsible for the development of the course within the timelines in the implementation plan.

- The course development project will proceed according to the needs of the project and the existing processes.
- The project should begin with confirmation of the approved course, including description, learning outcomes and delivery and learning mode.

Step 5: Oversight and Continuous Renewal of Open Learning Courses

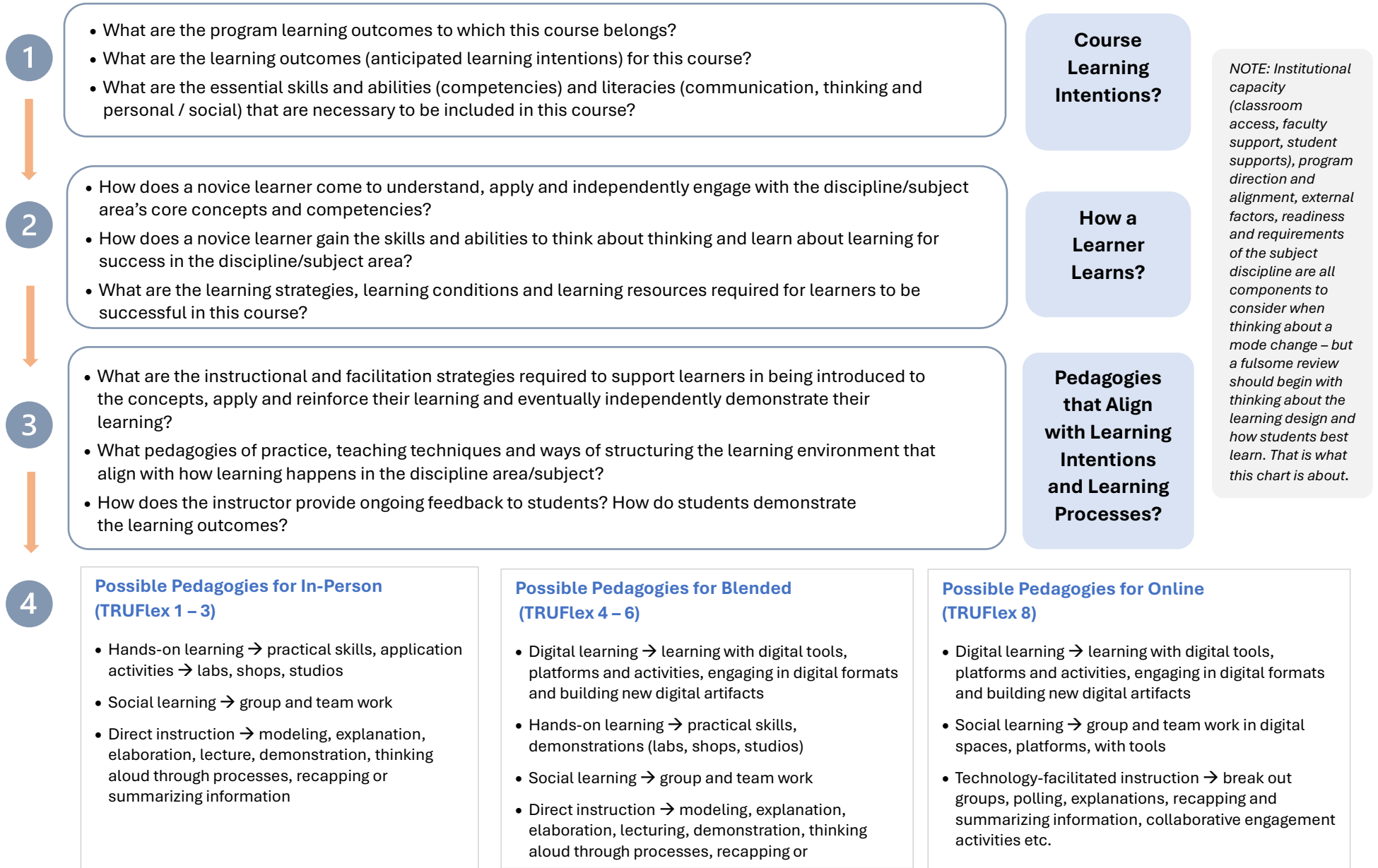
Programs are responsible for the ongoing review and renewal of OL courses. Program curriculum committees should, as part of their delivery and learning mode plan, review both the slate of Open Learning courses available and the Open Learning course content on an annual basis, initiating plans for new course approvals, modifications and course content revisions, as needed.

Decision Chart and Guiding Questions



Learner-Centric Decision Chart: Flexible Delivery and Learning Modes

Steps for Engaging in Discussions and Decision Making about Modes



Guiding Questions: Flexible Delivery and Learning Mode Changes to Programs and Courses

The following questions are intended to help foster collegial discussions amongst faculty members, chairs and deans, along with instructional support roles and resources from across the institution.

Student Learning Experience and Supports

<p>Does the proposed change to delivery and learning mode improve the student learning experience?</p>	<ul style="list-style-type: none"> • Why are you making the change to the delivery and learning mode? • How will this delivery and learning mode support student success?
<p>Describe the key insights from discussions about the capacity for supporting students (advising, IT, library, career etc.) with this change in course and/or program delivery and learning mode?</p>	<ul style="list-style-type: none"> • What supports are available to ensure student success and equitable access to services? • What changes or enhancements are required to align with the change in delivery and learning mode? • What are the incoming digital competencies of the students? What competencies do students need to be successful in the delivery and learning mode? What support will be required to assist them in successful learning experiences?
<p>What is the overall impact of the delivery and learning mode change on the fabric of the academic program?</p>	<p>Consider the following questions:</p> <ul style="list-style-type: none"> • In combination with other course delivery and learning mode changes, what is the cumulative impact for an individual student's experience/pathway through the program? • Is the mode change in alignment with principles of flexibility and accessibility for all learners? • What is the overall experience of students through a required sequence of core courses for a program? • What sorts of feedback mechanisms and evaluation metrics will be deployed to gather evidence of how the academic program may be affected by the delivery and learning mode change(s)?
<p>How does the change in delivery and learning mode address administrative, scheduling and offering challenges?</p>	<ul style="list-style-type: none"> • Consider factors such as flexible programming for student needs, increasing enrollment in target courses, easing scheduling or waitlist bottlenecks, collaborative program structures etc.

Learning Alignment and Quality Assurance

<p>Describe how the delivery and learning mode changes align with the course and program learning outcomes?</p>	<ul style="list-style-type: none"> • Describe how the delivery and learning mode change will continue to ensure that course outcomes are achieved, in a way that will be equitable with the existing mode of delivery. For courses that may be core/required for a program, also describe the academic unit's ability to maintain program learning outcomes.
<p>Describe how the delivery and learning mode change aligns with the strategic goals, directions and vision of the department, Faculty and institution?</p>	<ul style="list-style-type: none"> • Consider factors such as pedagogical innovation, research and insights into signature pedagogies for discipline/subject area, providing a strategic mix of in-person and online experiences, digital competencies and literacies of graduates, alignment with the intended primary delivery mode of the program etc.
<p>How does the delivery and learning mode change align with employer, workforce, industry and/or professional body demands and needs?</p>	<ul style="list-style-type: none"> • Consider labour market reports, industry/employer projections and current needs, regulatory body requirements for learning mode for accreditation or certification, workforce training and retraining needs, upskilling existing employees etc. What requirements do they have when you make a delivery and learning mode change? Do they allow it? What is done to change the mode?
<p>Outline impacts and measures to address quality assurance requirements and processes (provincial and/or institutional) with a change in delivery and learning mode?</p>	<ul style="list-style-type: none"> • Consider BC degree level standards, DQAB requirements for new degree program proposals, substantive changes to existing programs, institutional program review action items etc. Also examine program curriculum maps to ensure the entire learning journey is considered.

Course Design

<p>Describe the course and/or program redesign components required in pedagogy for student success with change in course or program delivery and learning mode.</p>	<ul style="list-style-type: none"> • What is gained in terms of learning needs for a student by changing the delivery and learning mode? • Would one mode be more suitable for optimal learning than another mode? • In alignment with the course and/or program learning outcomes and expected learning journey, explain how the delivery and learning mode aligns for student learning and quality learning experiences? • Does the planned course redesign include components that support student engagement (e.g., instructor presence, peer-to-peer interactions, interactive online activities etc. • Describe the assessment methods for high stakes assessment (mid-terms, finals) that addresses authentic work but allows for impacts of GenAI and other tools for learning. • Describe the course and/or program redesign components for a new mode (e.g., assessment, teaching strategies, active learning techniques, course resources, communications, accessibility accommodations etc.). • Outline how the delivery and learning mode will align with any academic integrity standards or requirements for the course and/or program. How will the course be redesigned to mitigate academic integrity concerns through appropriate assessment and evaluation components?
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<p>Describe how the faculty member will undertake the work required to redesign the learning experiences to align with the change in the course and/or program delivery and learning mode?</p>	<ul style="list-style-type: none"> • Describe the level of course and/or program redesign required based on the answers to the previous questions? Have you done consultations with specialists in teaching, learning and digital technologies to assess the amount of redesign that is required (minimal adjustments, medium level work, significant redesign work). • Discuss the timeline and faculty members involved in undertaking the work – and how that timeline intersects with the governance process and key dates for getting delivery and learning mode changes into the academic calendar for registration etc. • Consult and/or discuss the ways in which the work will be done to redesign the course and/or program components to align with the new delivery mode? (e.g., workload reassignment, department project activities, professional learning and curriculum development time etc.)
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Capacity for Delivery and Learning Mode Change

<p>Describe the key insights from discussions about the capacity for supporting faculty members (pedagogical design, assessment redesign, technology integration, instructional design, engagement strategies) with this change in course and/or program delivery and learning mode?</p>	<ul style="list-style-type: none"> • Describe the supports and resources available to faculty to undertake a course and/or program delivery mode change? • What competencies (abilities and skills) need to be enhanced to ensure success of the faculty member in teaching in the new delivery mode? (e.g., digital competencies? facilitation skills for new delivery mode)? • What professional development or learning opportunities will best support the faculty in the process of redesigning the course and/or program?
<p>Describe the key insights from discussions about the capacity for institutional infrastructure and components (e.g., IT, classroom space, scheduling, classroom technologies) with this change in course and/or program delivery and learning mode?</p>	<ul style="list-style-type: none"> • Describe the need for institutional spaces and places to support the delivery and learning mode (e.g., furniture, technology, scheduling)?



BUDGET COMMITTEE OF SENATE (BCOS)

MARCH 2026 REPORT TO SENATE

The March 10, 2026 meeting of the Budget Committee of Senate was chaired by Matt Milovick, Vice-President Administration and Finance. The following items are presented to Senate for information:

2025-26 Third Quarter Consolidated Internal Financial Forecast (Information)

M. Milovick provided the Committee with a presentation of the 2025-26 Third Quarter Consolidated Internal Financial forecast for information purposes and responded to questions and comments raised by the Committee.

2026-27 Proposed Consolidated Budget (Decision)

M. Milovick provided the Committee with a presentation on the proposed consolidated annual budget for fiscal year 2026-27.

Motion passed at BCOS:

On motion duly made and adopted, it was resolved that BCOS will recommend the President recommend to the Board of Governors that the 2026/27 proposed consolidated budget be approved.

The next BCOS meeting is scheduled for April 14, 2026.

Respectfully submitted on March 12, 2026 by:

A handwritten signature in blue ink, appearing to read "Matt Milovick".

Matt Milovick
Vice-President Administration
and Finance

EDUCATIONAL PROGRAMS COMMITTEE (EPC)
REPORT TO SENATE FOR MARCH 2026

The following approvals from the March 4, 2026 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

[Category I Modifications](#)

1. BIOL 1693 Human Anatomy and Physiology II
2. HEAL 1250 Practice Experience in Home Support, Assisted Living, and/or Group Home Setting
3. HEAL 1300 Practice Experience in Multi-Level and/or Complex Care
4. NRSC 2110 Forest Mensuration
5. PSYC 2161 Abnormal Psychology
6. PSYC 2220 Introduction to Social Psychology
7. PSYC 3280 Human Behaviour Modification
8. PSYC 3360 The Psychology of Language
9. PSYC 3590 Neuropsychopharmacology of Mental Health Medications
10. PSYC 3710 Special Topics in Psychology
11. PSYC 3720 Special Topics in Psychology 2
12. PSYC 3810 Introduction to Counselling Psychology
13. THTR 1110 Introduction to Acting

Respectfully submitted on March 12, 2026 by



Devon Graham, Chair, Educational Programs Committee

**Steering Committee
Report to Senate**

March 11th, 2026

1. APPOINTMENTS TO COMMITTEES

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

a. Chancellor Nomination Committee

Student Senator:

- **Ikenna Ezeka**

b. Teaching and Learning Committee

Faculty:

- **Rhonda McCreight**, Faculty of Nursing

- *Motion: That Senate approve the volunteer appointments to the standing and ad hoc Senate Committees as mentioned.*

Respectfully submitted,
Kukwstsétsemc (Thank you)



James Sudhoff, DVM
Chair, Steering Committee of Senate