THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

AGENDA

Monday, November 23, 2026
3:30 – 5:30 PM
Brown Family House of Learning, C7ístkten
(Winter House, Room HL190)

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**
2. **TERRITORIAL ACKNOWLEDGMENT**
3. **ADOPTION OF THE AGENDA**

Page 3 **4. MINUTES OF PREVIOUS MEETING**

a. Minutes of Senate Meeting of October 26, 2026 (For Decision)

5. **REPORTS OF OFFICERS**

a. President and Vice-Chancellor — Dr. Airini

b. Provost and Vice-President Academic — Dr. Gordon Binsted

6. **REPORTS OF COMMITTEES**

Page 8 a. APPC (For Decision) -

Page 24 b. Budget Committee of Senate (For Information) – Dr. Gordon Binsted

Page 25 c. Educational Programs Committee (For Information/Decision) — Devon Graham

Page 26 d. Steering Committee (For Information/Decision) – James Sudhoff

7. **UNFINISHED BUSINESS**

a. Three Senate Policy Packages – Gordon Binsted (for decision)

i. Policy Package 1

ii. Policy Package 2

iii. Policy Package 3

8. PRESENTATION

Page 116

a. Strategic Internationalization Plan Year One progress report (For Information) — Justin Kohlman and Robert Hanlon available for questions

9. QUESTION PERIOD

10. IN-CAMERA SESSION — Separate Agenda

11. NEXT SENATE MEETING

The next Senate meeting is scheduled for December 14, 2026 in House of Learning, HL 190.

THOMPSON RIVERS UNIVERSITY

MEETING OF THE SENATE

Monday, October 26, 2026
3.30pm to 5.30pm

Brown Family House of Learning, C7ístkteɁ (Winter House, Room HL190)

MINUTES

Present:
President Airini (Chair), Ayobola Alalade, Gregory Anderson, Gordon Binsted, David Cormier, Chelsea Corsi, Yasmin Dean, DeDe DeRose, Katia Dilkina, Seán Donlan, Lian Dumouchel, Melba D'Souza, Sarah Gibson, Tania Gottschalk, Myah Jones, Oleksandr Kondrashov, Brad Kozubski, Vivek Kumar, Heidi Lawson, Laura Lamb, Gurjit Lalli, Ehsan Latif, Rita Leone, James Lomen, Daleen Millard, Ryan Munden, Amisha Patel, John Patterson, Baldev Pooni, Gordon Rudolph, Mónica Sánchez-Flores, Jonathan Sholty, Annie St. John-Stark, Anne Terwiel, Joanna Urban, Mark Wallin, Juliana West, Joel Wood (Vice-Chair)

Regrets:
Aleece Laird, John Church, Krish Maharaj

Absent:
Derek Knox

Executive and Others Present:
Michael Henry (Chief of Staff), Andrew Guerra (General Counsel), Lily Copeland (Office of the President)

1. **Call to Order** — Dr. Airini
   President Airini, chair of Senate, called the meeting to order at 3:32 pm.

2. **Territorial Acknowledgment**
   President Airini acknowledged that Senate was meeting within Secwépemcúl'ecw and expressed gratitude for the opportunity to gather, grow and share knowledge, and serve communities.

3. **Adoption of the Agenda**
   *On motion duly made and adopted, it was **RESOLVED** that Senate approve the agenda as presented.*

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4. **Minutes of Previous Meeting** — September 28, 2026
The On motion duly made and adopted, it was **RESOLVED** that Senate approve the minutes of the Senate meeting of September 28, 2026, as circulated.

5. **Reports of Officers**

a. **President and Vice-Chancellor**
President Airini reported on university strategy, government relations, regional engagement, planning, budget context, institutional achievements, and upcoming events. She highlighted the recently signed cooperative agreement with Williams Lake First Nation; engagement following provincial and municipal elections; continued work on the Envision TRU aspirations and indicators (TRU Ten); Maclean's university rankings; the university's two-phase approach to adapting to a smaller institution and restoring revenue; and the November 24 UniForum open forum. She also recognized Fall Convocation, regional workforce training, externally funded research, and upcoming university and community events.

b. **Provost and Vice-President Academic**
Provost Gordon Binsted welcomed the strong student presence and reported on the changing provincial, national, and international post-secondary environment. His update included engagement with new government leaders, the status of the provincial post-secondary system review, federal international-student policy, TRU's participation in a Global Affairs Canada visit to India, investments in trades training, the Maclean's rankings, and the importance of student financial support.

6. **Reports of Committees**

a. **Academic Planning and Priorities Committee**
Dr. Gordon Binsted presented three Category III items for Senate approval.

1. **Master of Nursing, Nurse Practitioner**
On motion duly made and adopted, it was **RESOLVED** that Senate approve the modifications of the Master of Nursing, Nurse Practitioner program as presented.

2. **Bachelor of Communication and Digital Journalism, Major in Communication Design**
Senators heard that the new major integrates visual and verbal communication and is intended to create additional opportunities for students.
On motion duly made and adopted, it was **RESOLVED** that Senate approve the addition of a new major, Bachelor of Communication and Digital Journalism, Major in Communication Design, as presented.

3. **Graduate Certificate in Online Teaching and Learning *OL**
It was noted that the courses had not filled for several years.

On motion duly made and adopted, it was RESOLVED that Senate approve the deletion of the Graduate Certificate in Online Teaching and Learning as presented.

Information items included new courses, course modifications, and course deletions. Discussion focused on proposed BUSN courses, including the breadth of BUSN 1710, progression and assessment across three live business case courses, implementation logistics, and whether three one-credit courses can collectively satisfy General Education HIP/ILO requirements. The Provost indicated that the final point would be investigated.

b. Educational Programs Committee

Devon Graham presented eight Category I modifications for information, including modifications associated with the new Communication Design major and changes related to on-campus and Open Learning alignment, course descriptions, and learning outcomes.

No questions were raised.

c. Budget Committee of Senate

The September and October reports were received for information.

No questions were raised.

d. Steering Committee

Dr. James Sudhoff presented committee business, including volunteer appointments and a change to the Educational Support and Academic Committee terms of reference.

On motion duly made and adopted, it was **RESOLVED** that Senate approve the volunteer appointments to the standing committees as presented.

On motion duly made and adopted, it was **RESOLVED** that Senate approve the changes to ESAC's terms of reference, increasing faculty representation from three to five members.

Senators were also reminded of outstanding faculty senator vacancies on the Educational Programs Committee, Steering Committee, Awards and Honours Committee, International Affairs Committee, and Planning Council for Open Learning.

e. Academic Integrity Committee Annual Report

The annual report was received for information. Senator Wallin thanked the committee for its work. During Question Period, the committee further explained that an AI subcommittee is being established to gather and synthesize research and provide advice to the Academic Integrity Committee and the university community on artificial intelligence-related academic integrity, pedagogy, and learning issues.

7. Presentation- Enrolment Trends

Dana Prymak and Dominique Bourdin presented an update on Fall 2026 enrolment trends and outlook, combining forecasting and foresight. The presentation addressed demographic trends, labour-market and skills changes, policy and geopolitical factors, learner readiness, and institutional enrolment patterns.

Year-to-date, institutional headcount was flat compared with the same period in 2025-26, total FTE was down 1%, course enrolments were down 6%, and countable FTE was up 5%. On-campus headcount and course enrolments were both down 10%, while Open Learning headcount was up 8%. Domestic activity grew, while international activity was down by approximately one third across enrolment measures.

At the Fall add/drop snapshot, on-campus headcount was 8,128, 9% lower than the previous fall; Open Learning headcount was 12,435, up 7%. Projections estimated just under 106,000 course enrolments for the current fiscal year and 13,240 FTE, with ministry utilization projected at 104%.

Questions addressed the relationship between learner readiness and current economic conditions; outreach to K-12 students; youth mental-health data; the potential to measure attendance and related learner-readiness indicators at TRU; and continuation of student academic supports. The Provost clarified that the way some student supports are delivered is changing, but student support will continue.

8. Question Period – Vice-Chair Joel Wood

Vice-Chair Joel Wood assumed the chair for Question Period.

Senators asked about publication of agreements with Tk̓emlúps te Secwépemc and Williams Lake First Nation. President Airini advised that each agreement is reviewed with the Nation before posting and that the publication process was underway.

A question about the Academic Integrity Committee's new AI subcommittee was addressed by committee representatives, who described its planned research, synthesis, and advisory role.

Senators requested an update on the university budget, including the relationship between enrolment levels and course sections. President Airini advised that budget information presented publicly to the Board and to the Budget Committee of Senate could also be brought forward to Senate.

Discussion also addressed the university's role following the provincial election, including academic freedom, the university's critic-and-conscience role, and continued engagement with government while maintaining TRU's academic mission.

A senator asked about implementing student-supervision workload guidelines in the context of budget and teaching-capacity pressures. The President and Provost emphasized honouring collective-agreement commitments, student needs, and the

requirement to return a balanced budget, while working with deans to minimize disruption.

A senator suggested additional cohort-based and blended approaches for learners unable to attend campus. The Provost noted TRU's access mandate, acknowledged technical and budget constraints, and expressed willingness to work with faculties and departments on appropriate delivery approaches.

9. Next Senate Meeting

The next regular meeting of Senate is scheduled for Monday, November 23, 2026, in the Brown Family House of Learning, C7ístkteṅ (Winter House), Room HL190.

10. Adjournment of Meeting

As there were no additional agenda items for the public meeting, the meeting has been adjourned at 5:16 pm.

THOMPSON RIVERS UNIVERSITY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
NOVEMBER 2026 REPORT TO SENATE

The November 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. Transition of the Culinary Arts Department from FACT to STT

   Proposed Motion

   On motion duly made and adopted, Senate approves the Culinary Arts Department move from the Faculty of Adventure, Culinary Arts, and Tourism to the School of Trades and Technology as presented.

2. Category III, Master of Business Administration

   Proposed Motion

   On motion duly made and adopted, Senate approves the modification of the Master of Business Administration as presented.

   Category III: Admission changes

FOR INFORMATION

1. **Deferral of Program Review**, Certificate in Indigenous Studies, Bachelor of Arts, Language & Global Studies Minor, Certificate in Modern Languages, and Certificate in World Languages and Cultures
2. **Guidelines for combined courses:** Feedback requested
3. **MFQA Curriculum and Quality Assurance Report**, 2025/26

EPC Category II Approvals

Course modification

1. SRCL 2000 Project-Based Service-Learning

   CC report AF report

GSC Category II Approvals

none

**You must be logged into the TRU network while on campus or on the VPN away from campus to access the links.

Respectfully submitted on November 12, 2026 by



Gordon Binsted,
Chair, Academic Planning and Priorities Committee

MEMORANDUM

To: Academic Planning and Priorities Committee (APPC) and Budget Committee of Senate (BCOS)

From: Baldev Pooni, Dean, School of Trades and Technology (STT)
Yasmin Dean, Interim Dean, Faculty of Adventure, Culinary Arts and Tourism (FACT)

Subject: Transition of the Culinary Arts Department from FACT to STT

Date: November 2, 2026

This memorandum outlines the rationale for the proposed transition of the Culinary Arts Department from the Faculty of Adventure, Culinary Arts and Tourism (FACT) to the School of Trades and Technology (STT). Following discussion at Faculty Council, members expressed strong support for the transition, recognizing the significant academic, operational, and strategic benefits that would result from aligning Culinary Arts with the University's other trades-based programming.

Rationale for the Transition

- **Culinary is a Red Seal trade:** The Culinary Arts program is recognized as a Red Seal trade, placing it within the same provincial and national framework as many of the apprenticeship and trades programs currently housed within STT. Aligning Culinary Arts with STT strengthens the organizational connection between programs that share common credentialing pathways, industry standards, and workforce development objectives.
- **Culinary receives funding through SkilledTradesBC:** The program receives funding and support through SkilledTradesBC, similar to many existing STT programs. Locating Culinary Arts within STT enhances alignment with funding structures, reporting requirements, and stakeholder relationships associated with provincial trades training.
- **STT already administers several apprenticeship-related functions on behalf of Culinary:** Many administrative and operational functions related to apprenticeship programming are already managed through STT. Formalizing the department's placement within STT will streamline processes, clarify accountability, and improve operational efficiency.
- **The transition would create stronger alignment among trades programming:** Bringing Culinary Arts into STT will create a more cohesive portfolio of trades programming, facilitating collaboration, shared planning, and coordinated responses to labour market and industry needs across sectors.
- **STT already manages decentralized registration processes used by Culinary apprentices:** Since STT currently administers decentralized registration processes

utilized by Culinary apprentices, the transition will have minimal operational disruption while supporting more integrated student services and administrative support.

- **Existing working relationships are well-established:** Faculty, staff, and administrators across both areas have an extensive history of collaboration. The strong existing working relationships provide a solid foundation for a successful transition and reduce implementation risk.
- **Dean Baldev Pooni previously held responsibility for Culinary Arts:** Dean Pooni has previously held responsibility for the Culinary Arts program at another institution and possesses a strong understanding of its operations, industry connections, student needs, and resource requirements. This prior experience will support continuity and informed leadership throughout the transition.
- **Ongoing discussions with NVIT regarding Retail Meat Processing training opportunities:** The transition supports broader opportunities for collaboration with industry and educational partners, including ongoing discussions with NVIT regarding Retail Meat Processing training. Housing these initiatives within STT creates additional opportunities for alignment with related trades programming and future growth.
- **Strong funding levels relative to other trades programs:** The Culinary Arts program is well-supported and compares favourably with many trades programs in terms of funding. Incorporating the department into STT strengthens the overall trades portfolio and enhances opportunities for strategic planning and resource coordination.

Transition Considerations

- Culinary Arts will remain a distinct department within STT, preserving its unique disciplinary identity, industry relationships, and program culture.
- Kimbre Woods will continue to serve as Department Chair, ensuring leadership continuity and stability for faculty, staff, and students.
- Existing departmental election processes and governance practices will remain unchanged.
- The Culinary Arts Department will remain in its current facilities. Given the highly specialized nature of culinary training spaces and equipment, no physical relocation is anticipated as part of this transition.

Overall, the proposed transition is expected to improve alignment among trades programs, strengthen administrative efficiency, support existing partnerships, and position Culinary Arts for continued success while maintaining its distinct identity and operations.

MEMORANDUM

To: Budget Committee of Senate (BCOS)
Academic Planning and Priorities Committee (APPC)
Senate

From: Bryce Coombs, Faculty Council Chair, School of Trades and Technology
Paul Simpson and Jason Schapansky, Department co-chairs, School of Trades and Technology
Kimbre Woods, Department Chair, Culinary Arts

Date: November 2, 2026

Subject: Culinary Arts Department move from Faculty of Adventure, Culinary and Tourism to the School of Trades and Technology

CC: Baldev Pooni, Dean, School of Trades and Technology
Yasmin Dean, Interim Dean, Faculty of Adventure Studies, Culinary Arts and Tourism

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Summary of Request

In support of ongoing organization restructuring within the Faculty of Adventure Studies, Culinary Arts and Tourism (FACT), a recommendation is being made to transfer the Culinary Arts Department (CA) from FACT to the School of Trades and Technology (STT).

Specifically:

1. Move the Culinary Arts Department from the Faculty of Adventure, Culinary and Tourism to the School of Trades and Technology, and
2. The Culinary Arts Department reports to the School of Trades and Technology.

Rationale for Change

The proposed transfer of the Culinary Arts Department from FACT to the School of Trades and Technology reflects the evolving organizational structure of TRU and positions CA within a unit that aligns with the SkilledTradesBC funding and

apprenticeship model. Every CA credential is a SkilledTradesBC trade, following the same technical training and examinations that all trades within STT follow. Locating the department within STT places these programs alongside STT's existing foundation and apprenticeship training. This structure also preserves CA's distinct identity and public-facing training operations while continuing to meet the needs of culinary students and industry partners.

The transfer formalizes an alignment that already exists in practice and presents students, employers, and SkilledTradesBC with a single, coherent trades pathway at the university.

CA also works closely with STT staff, administration, and faculty in its day-to-day operations. Apprenticeship registration for CA programs is already managed through the TRU Apprenticeship Office within STT, and CA enrols Youth Train in Trades students through a pathway coordinated by STT. Aligning CA's reporting structure with these existing relationships will reduce coordination across two academic units and give CA consistent access to STT's processes for managing seat allocations, waitlists, sponsorship, and reporting.

Within STT, CA's seat planning and new program development would form part of STT's broader trades planning, and CA students would be more fully integrated with the supports STT provides to apprentices and prospective trades students.

The proposed change reflects TRU's identity as B.C.'s first dual-sector research university, which unifies vocational and higher education. Consolidating the university's SkilledTradesBC programs within a single academic unit also strengthens TRU's relationship with the provincial funder.

Establishing CA within STT will enhance governance, support long-term sustainability, and provide organizational stability in a challenging post-secondary environment. The change will help ensure that CA and STT can continue to advance their shared mission of delivering high-quality trades training to students, employers, and communities across the region, while CA continues to serve the public through its training kitchens, retail operations, and industry partnerships.

Date of Faculty of Adventure Culinary and Tourism Faculty Council Approval

September 16, 2026

Date of School of Trades and Technology Faculty Council Approval

October 14, 2026

Copy of Faculty of Adventure, Culinary and Tourism and School of Trades and Technology Faculty Council minutes where motion is approved

(see attached)

List of departments and divisions that will be impacted and those have been consulted

- School of Trades and Technology
    - Construction Department
    - Mechanical and Welding Department
- Faculty of Adventure, Culinary and Tourism
    - Culinary Arts Department
- Thompson Rivers University Faculty Association (TRUFA)

Budgetary Impact:

There are no anticipated budgetary changes. The intention is for the entire, historical budget and administration support system that exists in Culinary Arts currently to be transferred to the School of Trades and Technology. The Culinary Arts Department will retain their own Budget, Chair and Release as per the Department Chair release algorithm in the Collective Agreement. The new Department will endeavor to work together with the existing STT departments to find budgetary efficiencies.

PROGRAM TEMPLATE

During the transition to Coursedog we encourage you to continue creating and modifying curriculum and advancing it through the governance process. Curricular governance resources are found at https://onetru.sharepoint.com/teams/comm_AcadApproval-O365/

Please use this form when creating new, modifying, and deleting programs. If you are modifying or deleting a program, contact the Office of Mission Fulfilment and Quality Assurance (MFQA) (Shelley Church at schurch@tru.ca) to request the existing AF report for the program, which you will include with this form through the approval workflow.

TRANSITIONAL PROCESS FOR CURRICULAR GOVERNANCE

1. Request the AF report link from MFQA if this is a modification or deletion of an existing program.
2. Complete this form by adding the required information in the field below or beside the field label and save as a pdf. All fields are expandable as you type.
    i. **New program**: Complete all fields in this form except for the greyed-out fields.
    ii. **Program deletion**: Complete the Requestor, Date Proposal Submitted to Approval Workflow, and Proposal Rationale fields in this form. Additionally, in the "Intended Program Availability" field on the second card, indicate that it is a deletion proposal.
    iii. **Program modification**: Complete the Requestor, Date Proposal Submitted to Approval Workflow, and Proposal Rationale fields and update any fields you are wishing to change. If there are required fields in this form that are not complete in the AF report, please add the required information to this form.
3. Forward this form (**AND** the AF report link for deletions and modifications) via email to each approver/reviewer.
    i. Let them know they will need to sign and date the form before returning to you after which you can send to the next approver.
    ii. Each step in the approval workflow is listed at the end of this form.
    iii. If the reviewer/approver would like you to make changes, please do so (or rebut) and note these in the Requestor Comments box at the end of this form.
4. When the proposal has been approved at Faculty Council, please forward this form and any supporting documentation to Shelley Church at epc@tru.ca to continue its progress.
5. Committee coordinators will ensure the proposal is included on the agendas of the committees after the Faculty Council step and will connect with the Requestor if additional information is needed or if the Requestor is required to attend a committee meeting.
6. MFQA will transfer the information from these forms to Coursedog when it goes live.

If you have any questions, please contact Shelley Church at schurch@tru.ca or Shannon Smyrl at ssmyrl@tru.ca

PROGRAM TEMPLATE

All Fields are **REQUIRED** *except for the greyed-out fields, which will be completed by the Registrar's Office after the proposal has been approved. If a required field is complete in the accompanying AF report, you do not need to complete it in this form.*

PROGRAM TEMPLATE

Proposal Questions	
http://cnet-archive.tru.ca/programs/A_Master%20of%20Business%20Administration%20__Graduate%20Program%20Modification__%20Masters%20Salvador%20Barrigan%20-%20Active.html	
Requestor	Date Proposal Submitted to Approval Workflow
Dr. Trent Tucker, MBA Program Coordinator (ttucker@tru.ca)	2026-OCT-29
Proposal Category *(I, II, III)*	Intended Date of Implementation
III • admissions change	ASAP
Proposal Rationale	
The current language requirements for admission to the MBA Program read: **Language Proficiency** – Applicants should demonstrate their language proficiency. Applicants who did not complete their undergraduate degree at an English language university in a country where English is the primary language should have a recent minimum academic IELTS score of 7.0 (with no band below 6.5) or institutional equivalent. We'd like to change the language requirements for admission to the MBA Program to read: **Language Requirement** – Applicants should demonstrate their language proficiency. Applicants who did not complete their undergraduate degree in an English language university in a country where the first language is English, should have a recent minimum academic IELTS score of 6.5 (with no band below 6.0) or institutional equivalent. These changes were approved by the MBA Program Committee on 2025-SEP-19 and by TRU Gaglardi Faculty Council on 2025-OCT-31. These changes will align the admission requirements for the MBA program with those of the MEEM / MScEEM programs. The rationale for the lower IELTS score is to help with the recruitment of international students. There are no other changes to the MBA Program, so the remainder of the fields on this form remain blank.	
Evidence of demand	Impact on other programs and departments
Is OL delivery involved with this program?	If OL involved, indicate details of engagement with Director, Curriculum Development and Delivery. Include development/implementation plans.

PROGRAM TEMPLATE

Program Identification			
Program Long Title		Program Short Title	
Calendar Description			
Intended Program Availability (*default <u>available for admission</u> unless delay planned*)			
Faculty/School/Division		Department(s)	
Program Level (*grad, UG, etc.*)	Program Category (*academic, vocational, career tech, trades*)	Credential Type (*baccalaureate, diploma, etc.*)	Type of Admission (*open, limited, select*)

Program Codes and Embedded Credentials	
List each embedded credential (*honours, co-op*)	
Concentrations (*secondary specializations*)	Program Codes and Parchment Titles (*add title and RO will add code*)

PROGRAM TEMPLATE

Program Details			
Total Credits or Hours		Honours designation extra credit requirements	
Admission Requirements		Graduation Requirements	
General Education Requirements (*yes/no*)	Minimum program GPA to graduate	Course grade minimums (*in program*)	
PLAR (*if different than policy*)	Qualifies for Financial Aid? (*confirm with financial aid office*)	Residency (*if different than policy*)	Transfer Credit (*if different than policy*)
Program Delivery Modality (*what options are guaranteed to students? Refer to Flexible Delivery Framework*)			
OL Delivery Commitments (*fully OL, fully campus, or combination?*)			
Partnership/Affiliation Agreements (*incl. dates*)		Work Integrated Learning	

Program Learning Outcomes
1.

Program Architecture
Program Structure and Requirements (*quick reference, optional*)
Any additional information about program. (*Can also attach curriculum map or any other learning outcome alignment documents*.)

PROGRAM TEMPLATE

Requirements			
List required courses and any other credential completion requirements (*add additional boxes as required*)			
Term (*or any other grouping*)	Course Subject, Number, and Credit	Term (*or any other grouping*)	Course Subject, Number, and Credit
Example (delete after completing form)			
Term 1	*ENGL 1110-3* *CHEM 1500-3* *BIOL 1110-3* *COMP 1110-3* *MATH 1100-3*	*Term 2*	*ENGL 1111-3* *CHEM 1520-3* *BIOL 1210-3* *ECON 1220-3* *MATH 1140-3*

Pathways and Resourcing	
Opportunities to ladder in (*with credits from previous study*)	Opportunities to ladder out (*using credits for further study*)
External Accreditation Body (*if relevant, incl. frequency*)	
Budget Model (*cost recovery/base-funded*) (*incl. mkt. research report, budget memo as attachments*)	Program Resourcing (*if unique needs such as labs, incl. plan for maintenance/renewal*)

Record of engagement (Required for all new programs) (*incl. any documents as attachments*)	
Evidence of engagement, as needed, with Tk̓emlúps te Secwépemc or other First Nations or Indigenous organizations	Evidence and details of Campus engagement as needed (*OL Development, Coop, Facilities, Financial aid, Student Services, Library, Indigenous Education*)
Evidence of engagement with internal departments and programs	Evidence of engagement with external community

PROGRAM TEMPLATE

Program Opportunities	
Program Context (*purpose, target audience, context of program*)	
Student educational opportunities (*after graduation*)	Student employment opportunities (*after graduation*)
Program enrollment plan (*incl. consultation with IPE*)	

Curriculum Governance Tracking			
Completion Check (Shannon Smyrl + Heidi Lawson; send simultaneously)			
Sign	Shannon Smyrl	Date	29 Oct 2026
Comments	Cat III because it's a change in admissions, but minor to support next year enrolment, recognizing forthcoming major revision to the MBA post program review.		
Department Chair N/A			
Sign		Date	
Comments			
Dean Ehsan Latif			
	Elatif	Date	October 29, 2026
Comments	I approve		
Curriculum Committee/Graduate Programs Committee Chair (UG/Grad)			
Sign	Trent Tucker	Date	2026-OCT-29
Comments	I approve these changes.		
Faculty Council Chair			
Sign	Scott Rankin	Date	Oct. 26th 2026
Comments	Approved.		
EPC or GSC (epc@tru.ca or gradstudies@tru.ca			
Sign		Date	Nov 5 2026
Comments	Approved at GSC 5 Nov. (Tara Duncan, Acting Chair)		
BCOS Review			
Sign		Date	
Comments	Not applicable		
APPC			
Sign		Date	12 November 2026
Comments	approved		
PCOL			
Sign		Date	
Comments	Not applicable		
Senate			
Sign		Date	

PROGRAM TEMPLATE

Curriculum Governance Tracking			
Comments			
Board			
Sign		Date	
Comments			
RO Check			
Sign		Date	
Comments			

Requestor Response to Review Comments	
Reviewer/Approver	**Response**
Completion Check	
Department Chair	
Dean	
Curriculum/Graduate Programs Committee Chair	
Faculty Council Chair	
EPC or GSC	
BCOS Review	
APPC	
PCOL	
Senate	
RO Check	

THOMPSON RIVERS UNIVERSITY

BUDGET COMMITTEE OF SENATE (BCOS)

REPORT TO SENATE

The November 10, 2026 meeting of the Budget Committee of Senate was chaired by Gordon Binsted, Provost and Vice-President Academic. The following item is presented to Senate for information:

Transition of the Culinary Arts Department from FACT to STT

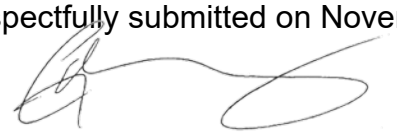
BCOS reviewed a proposal from Yasmin Dean, Interim Dean, Faculty of Adventure, Culinary Arts and Tourism, and Baldev Pooni, Dean, School of Trades and Technology, to move the Culinary Arts Department to the School of Trades and Technology.

The committee was advised that the proposal aligns Culinary Arts with TRU's evolving organizational structure and the SkilledTradesBC funding and apprenticeship model. All Culinary Arts credentials are SkilledTradesBC trades and follow the same technical training and examination requirements as other trades programs.

The move would place Culinary Arts alongside related foundation and apprenticeship programs while maintaining its distinct identity and industry-facing operations. BCOS noted that the transfer has no budget implications, as departmental budgets would move with the department, and no physical relocation is planned.

Following discussion, BCOS agreed to advise APPC that it had reviewed the proposal and had no concerns.

Respectfully submitted on November 16, 2026 by:



Gordon Binsted
Provost & Vice-President Academic

THOMPSON RIVERS UNIVERSITY

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

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

Provisional Approvals

1. RESP 2620 Anaesthesia
2. RESP 2710 Application of Respiratory Therapy Practice
3. THTR 1210 Acting: Text and Technique

Category I Modifications

1. MKTG 4422 Social Media Marketing

   CC report AF report
2. MKTG 4460 Marketing Strategy

   CC report AF report
3. MKTG 4461 Marketing Strategy

   CC report AF report
4. MKTG 4490 B2B Marketing

   CC report AF report
5. MKTG 4491 B2B Marketing

   CC report AF report

Category I Modifications previously approved, but not previously reported

1. APNR 3110 Environmental Management & Land Code

   CC report AF report
2. APNR 3120 Lands Governance Planning

   CC report AF report
3. APNR 4110 Independent Research Project

   CC report AF report

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Respectfully submitted on November 13, 2026 by



Shannon Smyrl on behalf of
Devon Graham, Chair, Educational Programs Committee

THOMPSON RIVERS UNIVERSITY

Steering Committee
Report to Senate

Nov 10th 2026

1. APPOINTMENTS TO COMMITTEES

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

a. University Sabbatical Leave Committee ("USLC")

Faculty:

- **Ryan Gauthier,** Law (2nd term)
- **Russell Currie,** Bob Gaglardi School of Business and Economics

Motion: The Steering Committee recommends that Senate approves the volunteer appointments to the University Sabbatical Leave Committee ("USLC") as listed.

2. BUSINESS (for information only)

a. Student Caucus Removals and Appointments to Senate Committees.

The following adjustments were made regarding student placements on Senate committees. The requested student removals and nominations were considered and resolved by the Steering committee. A new student member was appointed by the steering committee to the Budget committee. See the following attached document.

Respectfully submitted,
Kukwstsétsemc (Thank you)

James Sudhoff, DVM
Chair, Steering Committee of Senate

Student Caucus

Sierra Rae, University Affairs Coordinator, Thompson Rivers University Students' Union

Nominations to Senate Committees

Monday, November 9, 2026

The following students are unable to meet their commitment on the Senate Standing Committees for TRU and are recommended for removal.

Budget Committee
October 2026 – September 2027 — Chelsea Yurechko

International Affairs Committee
October 2026 – September 2027 — Trish Shava

The following students have applied and been selected to serve as student representatives on the Senate Standing Committees for TRU and are recommended for appointment to the following decision-making bodies based on their schedules and interests.

Budget Committee
November 2026 – September 2027 — Jonathan Sholty

Memorandum

To: Gordon Binsted, Provost, Chair of APPC
From: Liesel Knaack, Vice Provost OLTI
Date: July 13, 2026
RE: Policy Revision Package #1 – Student Academic Progress and Records

Purpose

The purpose of this submission is for APPC to review and recommend to Senate the approval of a set of policy revisions related to student academic progress and records.

Policy revision package	Rationale and outcomes of revision	Policies revised	Policies to be deleted
1. *Student academic progress and records*.	Updates standards for academic standing, grade assignment, transcript notation, and progression.	ED 3-2 ED 3-5	ED 3-3 ED 3-10

This package of policy revisions is taken from a larger set of policy revisions that were recommended for approval by APPC in May and June of 2025. They are returning now to APPC and then to Senate for re-consideration in this smaller and more accessible package.

Package 1: Student academic progress and records

Purpose:

To update and align policies governing academic standing, progression, grade assignment, GPA rules, transcript standards, probation and graduation eligibility.

Policies included in this revision package:

- ED 3-2 Satisfactory Academic Progress
- ED 3-5 Transcripts and Grading (previously Transcripts and Grading)

Associated policy deletions:

- ED 3-3 Courses and Program Repeaters
- ED 3-10 Academic Renewal

Main amendments:

- Students not in good standing may not graduate without program approval
- Added clarity on Good Standing for students not in a program or in a Graduate program

- Adding numerical grades for Faculty of Law
- Added information on transcripts into policy
- Added flexibility to audit students

Include in package:

- Redlined and clean versions of ED 3-2
- Redlined and clean versions of ED 3-5
- Deletion notice for ED 3-3
- Deletion notice for ED 3-10

Rationale for this to be a package:

Two policies that, together, affect how students progress in learning and how academic records are kept. Focus is more on institutional level operations than on program curriculum.

SATISFACTORY ACADEMIC PROGRESS

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 03-2
APPROVAL DATE	May 26, 2014
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	~~Registrar~~Provost and Vice President Academic
ADMINISTRATIVE CONTACT	Registrar~~(TBD)~~

POLICY

All students taking undergraduate or graduate credit courses at the University are expected to maintain a minimum standard of academic performance. While Faculties/Schools set progression standards for specific programs., For Undergraduate and Access programs these standards will in no case be below the achievement of a Cumulative Grade Point Average (GPA) of 1.67 following the attempt of 24 ~~undergraduate or graduate~~ credits or equivalent. For students not in a program, the minimum standard is the achievement of a Cumulative GPA of 1.67 following the attempt of 24 credits or equivalent. For Graduate programs these standards will in no case be below the achievement of a Cumulative Grade Point Average (GPA) of 2.67 following the attempt of 9 credits or equivalent.

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

Academic Renewal allows a returning student to apply to the Registrar's Office for academic forgiveness of the prior cumulative grade point average. This option supports equitable access for returning undergraduate students who have gained maturity outside of higher education and have demonstrated acceptable academic performance following their return.

REGULATIONS

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

1. SATISFACTORY ACADEMIC PROGRESS

1.1. Academic progress will be assessed on an ongoing basis.

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1.2. Students who have met the minimum standard for their program will be deemed In Good Standing.

1.3. Undergraduate or Access students not in a program who meet the 1.67 Cumulative GPA standard will be deemed In Good Standing.

~~1.2.~~1.4. Students in a Graduate Program who receive a B- or lower in two or more courses will be required to withdraw and will be prohibited from registering at TRU for 12 months, regardless of their grade point average unless the program recommends otherwise. If the program recommends against the student withdrawing, the program will set the criteria for continuing in the program.

~~1.3.~~1.5. Students in an Undergraduate or Access program who are not deemed to be In Good Standing will be placed on Academic Probation and subsequent enrolment may be subject to academic restrictions and/or specialized programming and support.

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

~~1.4.~~1.7. Students who are not In Good Standing may not graduate unless the program and Dean recommend otherwise.

~~1.5. Cumulative GPA is calculated on all attempted TRU undergraduate or graduate credit courses.~~

2. COURSE REPEATERS

2.1. Subject to the criteria of each program, any student may attempt a given course two times. An attempt is determined to have occurred when any record of the course attempt appears on the student's transcript.

2.2. A student wishing to attempt the same course for a third or subsequent time will be permitted to register only with the approval of the Chair of the department, Program Coordinator, or the Dean or designate of the Faculty/School, offering the course. This approval is normally facilitated by an academic advisor.

2.3. Subject to the criteria of each program, once reregistered in an Open Learning non-consortium course, students may request that their Open Learning Faculty Member recommend to the Faculty/School designate to have assignment marks brought forward to the new registration.

3. ACADEMIC RENEWAL

3.1. Academic Renewal applies only to returning undergraduate students who had previously attempted 30 or fewer credits and have had an absence of at least 36 months from TRU.

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3.2. Academic Renewal will affect the student's program and cumulative grade point average in all courses taken prior to the absence. Only courses with an original grade of C- or better may count towards program graduation requirements. In all cases, program requirements must be met.

3.3. A minimum of 12 credits of graded courses with a grade point average of at least 2.0 must be completed after returning before an Academic Renewal may be requested of the Registrar's Office. For purposes of Academic Renewal, only credit (transcriptable) courses will be considered.

3.4. With the approval of the Registrar or designate, the student will be granted Academic Renewal. The student's transcript will remain a record of all coursework completed. Courses taken prior to the three or more year absence will not be used in computing Program or Cumulative GPA. The transcript will have "Academic Renewal" noted on it.

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

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SATISFACTORY ACADEMIC PROGRESS

THOMPSON RIVERS UNIVERSITY
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POLICY NUMBER	ED 03-2
APPROVAL DATE	May 26, 2014
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Provost and Vice President Academic
ADMINISTRATIVE CONTACT	Registrar

POLICY

All students taking undergraduate or graduate credit courses at the University are expected to maintain a minimum standard of academic performance. While Faculties/Schools set progression standards for specific programs. For Undergraduate and Access programs these standards will in no case be below the achievement of a Cumulative Grade Point Average (GPA) of 1.67 following the attempt of 24 credits or equivalent. For students not in a program, the minimum standard is the achievement of a Cumulative GPA of 1.67 following the attempt of 24 credits or equivalent. For Graduate programs these standards will in no case be below the achievement of a Cumulative Grade Point Average (GPA) of 2.67 following the attempt of 9 credits or equivalent.

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

Academic Renewal allows a returning student to apply to the Registrar's Office for academic forgiveness of the prior cumulative grade point average. This option supports equitable access for returning undergraduate students who have gained maturity outside of higher education and have demonstrated acceptable academic performance following their return.

REGULATIONS

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

1. SATISFACTORY ACADEMIC PROGRESS

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1.3. Undergraduate or Access students not in a program who meet the 1.67 Cumulative GPA standard will be deemed In Good Standing.

1.4. Students in a Graduate Program who receive a B- or lower in two or more courses will be required to withdraw and will be prohibited from registering at TRU for 12 months, regardless of their grade point average unless the program recommends otherwise. If the program recommends against the student withdrawing, the program will set the criteria for continuing in the program.

1.5. Students in an Undergraduate or Access program who are not deemed to be In Good Standing will be placed on Academic Probation and subsequent enrolment may be subject to academic restrictions and/or specialized programming and support.

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

1.7. Students who are not In Good Standing may not graduate unless the program and Dean recommend otherwise.

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2.2. A student wishing to attempt the same course for a third or subsequent time will be permitted to register only with the approval of the Chair of the department, Program Coordinator, or the Dean or designate of the Faculty/School, offering the course. This approval is normally facilitated by an academic advisor.

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3. ACADEMIC RENEWAL

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3.3. A minimum of 12 credits of graded courses with a grade point average of at least 2.0 must be completed after returning before an Academic Renewal may be requested of the Registrar's Office. For purposes of Academic Renewal, only credit (transcriptable) courses will be considered.

3.4. With the approval of the Registrar or designate, the student will be granted Academic Renewal. The student's transcript will remain a record of all coursework completed. Courses taken prior to the three or more year absence will not be used in computing Program or Cumulative GPA. The transcript will have "Academic Renewal" noted on it.

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

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TRANSCRIPTS AND GRADING ~~SYSTEMS~~

POLICY NUMBER	ED 03-5
APPROVAL DATE	November 26, 2017
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Registrar
ADMINISTRATIVE CONTACT	~~(TBD)~~Associate Registrars, Deans

POLICY

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

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

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

Students are issued transcripts to document their achievement in credit courses.

REGULATIONS

1 TRANSCRIPTS AND GRADE POINT AVERAGE

1. Information pertaining to the type of credential (for example: honours, major, minor, concentration, and co-op) will be printed on the student's transcript upon completion of all requirements for the credential.
2. Grade Point Average (GPA) is the average of the numeric grade point values assigned to grades received in graded credit courses determined by multiplying the course credit value by the numerical equivalent of the grade, adding up all the grade point values, and dividing by the total number of course credits included.
3. Cumulative GPA is calculated on all attempted TRU courses within a student's program level (Access, Undergraduate, Graduate).
4. Term GPA is calculated on all attempted TRU courses taken during a single academic semester or term.

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5. Program GPA is calculated on all attempted TRU courses that could be applied toward a program the student is enrolled in.

2 GRADING SYSTEMS

~~1.1~~2.1 GRADUATE PROGRAMS AND COURSES

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
A+ **A** **A-**	90–100 85–89 80–84	4.33 4.00 3.67	Excellent.
B+	77-79	3.33	Very Good.
B	73–76	3.00	Good.
B-	70-72	2.67	Marginal Pass – A passing grade indicating marginal performance. Student not likely to succeed in subsequent courses in the subject.
F	0–69	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.
~~**DNC**~~		~~0.00~~	~~Did not complete the course; less than 50% of course work completed or mandatory course component(s) not completed. No official withdrawal.~~

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- ~~Minimum pass for students in a graduate program: a student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.~~

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~~1.~~2.2 UNDERGRADUATE ACADEMIC AND ACCESS/~~CAREER/DEVELOPMENTAL~~ PROGRAMS AND COURSES

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
A+ **A** **A-**	90–100 85–89 80–84	4.33 4.00 3.67	Excellent. Superior performance showing comprehensive, in-depth understanding of subject matter. Demonstrates initiative and fluency of expression.
B+ **B** **B-**	77–79 73–76 70–72	3.33 3.00 2.67	Very good. Clearly above average performance with knowledge of principles and facts generally complete and with no serious deficiencies.
C+ **C**	65–69 60–64	2.33 2.00	Satisfactory. Basic understanding with knowledge of principles and facts at least adequate to communicate intelligently in the discipline.
C-	55–59	1.67	Pass. Some understanding of principles and facts but with definite deficiencies.
D	50–54	1.00	Minimal pass. A passing grade indicating marginal performance. Student not likely to succeed in subsequent courses in the subject.
F	0–49	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.
~~**DNC**~~		~~0.00~~	~~Did not complete the course; less than 50% of course work completed or mandatory course component(s) not completed. No official withdrawal.~~

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~~1.3~~2.3 UNDERGRADUATE TRADES OR VOCATIONAL PROGRAMS AND COURSES

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

~~1.4~~2.4 FACULTY OF LAW PROGRAMS AND COURSES

Letter Grade~~GRADE~~	Numerical Grade	Grade Points~~GRADE POINTS~~	Letter Grade Definitions~~DEFINITION/COMMENT~~
A+	90-100	4.33	Outstanding. Exceptional performance.
A **A-**	85-89 80-84	4.00 3.67	Excellent. Superior performance showing comprehensive understanding of subject matter.
B+ **B** **B-**	77-79 73-76 70-72	3.33 3.00 2.67	Good. Knowledge of subject matter generally complete.

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C+ **C** **C-**	66-69 62-65 58-61	2.33 2.00 1.67	Satisfactory. Basic understanding of the subject matter.
D+ **D**	54-57 50-53	1.33 1.00	Marginal.
F	0-49	0.00	Fail. Unsatisfactory performance or failure to meet course requirements.

~~1.5~~2.5 COMMON GRADES AND ~~TRANSCRIPT~~ NOTATIONS ~~(ALL TRANSCRIPTS)~~

~~TRANSCRIPT NOTATION~~Grade/Notation	Title	Definition/Comment
AEG	Aegrotat	A pass standing based on satisfactory term marks, but student has been unable to complete all course requirements due to disabling illness or other circumstances. This standing is awarded only if the course instructor and the Dean agree that the student has demonstrated the capacity to be successful in the course.
AUD	Audit	Student was enrolled as an Audit student and ~~N~~no grade or credits will be entered ~~granted~~.
CIP	Course in Progress	Indicates regularly scheduled one-semester course is still being completed with final grade to follow.
COM	Complete	Assigned when competency-based work components, practica/work placements, or pass/fail courses are completed.
CR	Credit Granted	~~Subject to the fourth paragraph of this Policy, c~~Credit awarded for assessment of learning in some Faculty of Law courses. Excluded from the GPA calculation.
CTN	Continuing	Multiple semester course; course continues into the next semester(s).
		Regularly scheduled course work has not been completed, but instructor and student agree on completion at a later date. A DEF normally becomes

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DEF	Deferred	a DNC after six weeks. ~~In the case of programs that require a thesis or a major project, or if significant extenuating circumstances are presented, a~~ A DEF can be extended for up to one additional term of study with the approval of the Dean (or designate).
DNC	**Did Not Complete**	Did not complete the course; less than 50% of course work completed or mandatory course component(s) not completed. No official withdrawal. 0.0 grade points awarded. Does not apply to Law courses.
E	Excluded Grade	Grade not included in GPA calculation.
I	Included Grade	Grade included in GPA calculation.
L	Law Supplemental Evaluation	Indicates a revised grade following the completion of a Supplemental Exam or paper due to achieving a D+, D or F in the first attempt at the examination or paper (Faculty of Law only).
NCG	No Credit Granted	~~Subject to the fourth paragraph of this Policy, u~~Used in competency-based courses to indicate course or program standard has not been met. Excluded from GPA calculation.
S	Satisfactory	Credit awarded for assessment of learning acquired outside an accredited post-secondary institution setting (i.e., prior learning assessment).
W	Withdrawal	Withdrawn from course according to established policy. No credit granted.

3 AUDIT STUDENTS

1. Students may register to audit a course or change from Credit to Audit status in a course with the permission of the instructor before the end of the course change period.
2. Students must meet with the instructor at the commencement of the course, or prior to a change to Audit status, to agree on what course requirements they must complete to Audit the course. If in the judgment of the instructor a student is not doing this, a grade of W will be recorded.
3. Departments and programs have the right to limit the number of auditing students in any class.

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TRANSCRIPTS AND GRADING

POLICY NUMBER	ED 03-5
APPROVAL DATE	November 26, 2017
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Registrar
ADMINISTRATIVE CONTACT	Associate Registrars, Deans

POLICY

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

Students are issued transcripts to document their achievement in credit courses.

REGULATIONS

1 TRANSCRIPTS AND GRADE POINT AVERAGE

1. Information pertaining to the type of credential (for example: honours, major, minor, concentration, and co-op) will be printed on the student's transcript upon completion of all requirements for the credential.
2. Grade Point Average (GPA) is the average of the numeric grade point values assigned to grades received in graded credit courses determined by multiplying the course credit value by the numerical equivalent of the grade, adding up all the grade point values, and dividing by the total number of course credits included.
3. Cumulative GPA is calculated on all attempted TRU courses within a student's program level (Access, Undergraduate, Graduate).
4. Term GPA is calculated on all attempted TRU courses taken during a single academic semester or term.

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5. Program GPA is calculated on all attempted TRU courses that could be applied toward a program the student is enrolled in.

2 GRADING SYSTEMS

2.1 GRADUATE PROGRAMS AND COURSES

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
A+ **A** **A-**	90–100 85–89 80–84	4.33 4.00 3.67	Excellent.
B+	77-79	3.33	Very Good.
B	73–76	3.00	Good.
B-	70-72	2.67	Marginal Pass – A passing grade indicating marginal performance. Student not likely to succeed in subsequent courses in the subject.
F	0–69	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.

2.2 UNDERGRADUATE ACADEMIC AND ACCESS PROGRAMS AND COURSES

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
A+ **A** **A-**	90–100 85–89 80–84	4.33 4.00 3.67	Excellent. Superior performance showing comprehensive, in-depth understanding of subject matter. Demonstrates initiative and fluency of expression.

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B+ **B** **B-**	77–79 73–76 70–72	3.33 3.00 2.67	Very good. Clearly above average performance with knowledge of principles and facts generally complete and with no serious deficiencies.
C+ **C**	65–69 60–64	2.33 2.00	Satisfactory. Basic understanding with knowledge of principles and facts at least adequate to communicate intelligently in the discipline.
C-	55–59	1.67	Pass. Some understanding of principles and facts but with definite deficiencies.
D	50–54	1.00	Minimal pass. A passing grade indicating marginal performance. Student not likely to succeed in subsequent courses in the subject.
F	0–49	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.

2.3 Undergraduate Trades or Vocational Programs and Courses

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
A+ **A** **A-**	98–100 94–97 90–93	4.33 4.00 3.67	Excellent. Superior performance showing comprehensive, in-depth understanding of subject matter. Demonstrates initiative and fluency of expression.
B+ **B** **B-**	86–89 82–85 78–81	3.33 3.00 2.67	Very good. Clearly above average performance with knowledge of principles and facts generally complete and with no serious deficiencies.
C+ **C**	74–77 70–73	2.33 2.00	Satisfactory pass. Basic understanding with knowledge of principles and facts at least adequate to communicate intelligently in the discipline, but with definite deficiencies.

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F	0–69	0.00	Unsatisfactory. Fail. Knowledge of principles and facts is fragmentary.

2.4 FACULTY OF LAW PROGRAMS AND COURSES

Letter Grade	Numerical Grade	Grade Points	Letter Grade Definitions
A+	90-100	4.33	Outstanding. Exceptional performance.
A **A-**	85-89 80-84	4.00 3.67	Excellent. Superior performance showing comprehensive understanding of subject matter.
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C+ **C** **C-**	66-69 62-65 58-61	2.33 2.00 1.67	Satisfactory. Basic understanding of the subject matter.
D+ **D**	54-57 50-53	1.33 1.00	Marginal.
F	0-49	0.00	Fail. Unsatisfactory performance or failure to meet course requirements.

2.5 COMMON GRADES AND NOTATIONS

Grade/Notation	Title	Definition/Comment
AEG	Aegrotat	A pass standing based on satisfactory term marks, but student has been unable to complete all course requirements due to disabling illness or other circumstances. This standing is awarded only if the course instructor and the Dean agree that the student has demonstrated the capacity to be successful in the course.
AUD	Audit	Student was enrolled as an Audit student and no grade or credits will be entered.

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CIP	Course in Progress	Indicates regularly scheduled one-semester course is still being completed with final grade to follow.
COM	Complete	Assigned when competency-based work components, practica/work placements, or pass/fail courses are completed.
CR	Credit Granted	Credit awarded for assessment of learning in some Faculty of Law courses. Excluded from the GPA calculation.
CTN	Continuing	Multiple semester course; course continues into the next semester(s).
DEF	Deferred	Regularly scheduled course work has not been completed, but instructor and student agree on completion at a later date. A DEF normally becomes a DNC after six weeks. A DEF can be extended for up to one additional term of study with the approval of the Dean (or designate).
DNC	**Did Not Complete**	Did not complete the course; less than 50% of course work completed or mandatory course component(s) not completed. No official withdrawal. 0.0 grade points awarded. Does not apply to Law courses.
E	Excluded Grade	Grade not included in GPA calculation.
I	Included Grade	Grade included in GPA calculation.
L	Law Supplemental Evaluation	Indicates a revised grade following the completion of a Supplemental Exam or paper due to achieving a D+, D or F in the first attempt at the examination or paper (Faculty of Law only).
NCG	No Credit Granted	Used in competency-based courses to indicate course or program standard has not been met. Excluded from GPA calculation.
S	Satisfactory	Credit awarded for assessment of learning acquired outside an accredited post-secondary institution setting (i.e., prior learning assessment).

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W	Withdrawal	Withdrawn from course according to established policy. No credit granted.

3 AUDIT STUDENTS

1. Students may register to audit a course or change from Credit to Audit status in a course with the permission of the instructor before the end of the course change period.
2. Students must meet with the instructor at the commencement of the course, or prior to a change to Audit status, to agree on what course requirements they must complete to Audit the course. If in the judgment of the instructor a student is not doing this, a grade of W will be recorded.
3. Departments and programs have the right to limit the number of auditing students in any class.

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Notice of Deletion

For deletion:

- Policy ED 3-3 Course and Program Repeaters
- Policy ED 3-10 Academic Renewal

Rationale:

Policy content has been redistributed and consolidated within other policies through revision project, specifically revised:

- ED 3-2 Satisfactory Academic Progress
- ED 3-5 Transcripts and Grading

COURSE AND PROGRAM REPEATERS

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POLICY NUMBER	ED 03-3
APPROVAL DATE	February 22, 2016
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Appropriate Dean
ADMINISTRATIVE CONTACT	(TBD)

POLICY

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

FOR DELETION

REGULATIONS

1. COURSE REPEATERS

1.1. Subject to the policies and/or criteria of each program, any student may attempt a given course two times. An attempt is determined to have occurred when any record of the course attempt appears on the student's transcript. A student wishing to attempt the same course for a third or subsequent time will be permitted to register only with the approval of the Chair of the department offering the course (for campus-based courses) or the approval of the Faculty/School designate (for Open Learning courses).

1.2. Subject to the policies and/or criteria of each program, once reregistered in an Open Learning non-consortium course, students may request that their Open Learning Faculty Member recommend to the Faculty/School designate to have assignment marks brought forward to the new registration.

2. PROGRAM REPEATERS

2.1. A student wishing to repeat a program (e.g., to pursue an additional BA after having already completed a BA) will be permitted to do so, as long as the new area of study is in a different subject matter domain than that completed initially (e.g., Psychology versus English).

2.2. All requirements for completion of the additional area of study must be met.

2.3. A minimum of 6 additional credits will be required for the repeat of a certificate program.

2.4. A minimum of 15 additional credits will be required for the repeat of a diploma program.

2.5. A minimum of 30 additional credits will be required for a repeat of a degree program.

3. ADMISSION PRIORITY OF REPEATING STUDENTS

1 or 2 above notwithstanding, in certain programs, repeating students will be admitted only if space is available once new applicants have been admitted.

FOR DELETION

ACADEMIC RENEWAL

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 03-10
APPROVAL DATE	April 27, 2009
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Registrar
ADMINISTRATIVE CONTACT	(TBD)

POLICY

This policy applies to all campus based courses and programs and does not apply to students in programs of the Open Learning Division of Thompson Rivers University.

The Academic Renewal policy allows a returning student to apply to the Registrar's Office for academic forgiveness of the prior cumulative grade point average. The policy is designed for undergraduate students who have gained maturity outside of higher education and have demonstrated acceptable academic performance following their return. The Academic Renewal policy is subject to the following regulations.

FOR DELETION

REGULATIONS

1. Academic Renewal applies only to returning undergraduate students who had previously attempted 30 or fewer credits and have had an absence of at least three calendar years from any post-secondary institution (except to complete courses required for re-admission, if any).
2. Academic Renewal will affect the student's cumulative grade point average in all courses taken prior to the minimum three year absence. Only courses with an original grade of C- or better may count towards program graduation requirements. In all cases, program requirements must be met.
3. A minimum of 12 credits of graded courses with a grade point average of at least 2.0 must be completed after returning before an Academic Renewal may be requested of the Registrar's Office. For purposes of Academic Renewal, only credit (transcriptable) courses will be considered.

With the approval of the Registrar or designate, the student will be granted Academic Renewal.The student's transcript will remain a record of all coursework completed. Courses taken prior to the three or more year absence will not be used in computing cumulative grade point average. The transcript will have "Academic Renewal" noted on it at the end of the last semester counting towards the Academic Renewal.

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

FOR DELETION

Memorandum

To: Gordon Binsted, Provost, Chair of APPC
From: Liesel Knaack, Vice Provost OLTI
Date: July 13, 2026
RE: Policy Revision Package #2 – Transfer credit and non credit

Purpose

The purpose of this submission is for APPC to review and recommend to Senate the approval of a set of policy revisions related to student academic progress and records.

Policy revision package	Rationale and outcomes of revision	Policies revised	Policies to be deleted
1. *Transfer and Non-Credit.*	Updates terminology and processes for recognizing external learning and clarifies expectations for non-credit offerings.	ED 2-4 ED 8-1	N/A

This package of policy revisions is taken from a larger set of policy revisions that were recommended for approval by APPC in May and June of 2025. They are returning now to APPC and then to Senate for re-consideration in this smaller and more accessible package.

Package 2: Transfer credit and non-credit learning

Purpose:

To update institutional standards for the recognition of external learning and clarify definitions and requirements for non-credit courses and programs. Revisions clarify terminology, support operational consistency and align with the larger sector.

Policies included in this revision package:

- ED 2-4 Transfer of Credits (previously Transferability of University Credits)
- ED 8-1 Non-Credit Courses and Programs (previously Credit and Non-credit courses)

Main Amendments:

- Resolved discrepancies, gaps, and non-compliance in policy

Include in package:

- Redlined and clean versions of ED 2-4
- Redlined and clean versions of ED 8-1

Rationale for this to be a package:

Two policy revisions that involve learning outside the formal credit programs, thus operationally are aligned and independent. Mostly operational with impact on Registrar, Advising and Academic programs but does not engage in larger governance questions.

TRANSFERABILITY OF UNIVERSITY CREDITS

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 02-4
APPROVAL DATE	May 25, 2015
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Registrar
ADMINISTRATIVE CONTACT	(TBD)Associate Registrars

POLICY

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

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

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

REGULATIONS

1. GUIDELINES FOR GRANTING TRANSFER CREDIT

1.1. Comparison of course curriculum forms the basis for considering credit recognition at the University.

1.2. Specific credit will be given for courses that have similar content and learning outcomes. In some cases [upper/lower] level courses successfully completed at other institutions may transfer as equivalent to [lower/upper] level courses at the University. When equivalency cannot be determined, unallocated credit may be granted.

1.3. Credits applied towards a completed credential cannot be considered for transferability to a credential at a lower level in the same program specializationacademic area.

~~1.4. Courses accepted by any two public recognized/accredited Canadian universities, colleges, and/or institutes should be transferable to the University and, when applicable, to the equivalent University program.~~

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

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

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2. TRANSFER OF CREDIT EARNED IN ASSOCIATE DEGREES

The University guarantees sixty (60) credits will be awarded to transfer students who hold an Associate Degree awarded by a BC post-secondary institution, that follows the Degree Quality Assessment Board approved BC provincial Associate Degree requirements, and are transferring to a credential program at a higher level than Associate Degree~~approved BC provincial Associate Degree requirements (http://www.bctransferguide.ca/associate/)~~. Students must still fulfill all requirements of the credential being pursued (i.e. the requirements of the credential being pursued will determine how many, if any, of the transferred credits from the Associate Degree are applicable).

3. UNIVERSITY PARTNER AGREEMENTS

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

~~3. TRANSFER OF PLAR CREDITS~~

~~ED 2-0 (Prior Learning Assessment and Recognition) outlines the conditions under which TRU accepts credit earned through PLAR at another university, college, or institute as transfer credit.~~

~~4. RECOGNITION OF OTHER TYPES OF LEARNING~~

~~Other types of learning acquired outside of an accredited/recognized educational institution, and therefore not eligible for transfer credit, may be eligible for credit via the TRU Credit Bank or via Prior Learning Assessment and Recognition, as per Policy ED 2-0.~~

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TRANSFER OF CREDITS

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
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POLICY NUMBER	ED 02-4
APPROVAL DATE	May 25, 2015
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Registrar
ADMINISTRATIVE CONTACT	Associate Registrars

POLICY

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

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

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

REGULATIONS

1. GUIDELINES FOR GRANTING TRANSFER CREDIT

1.1. Comparison of course curriculum forms the basis for considering credit recognition at the University.

1.2. Specific credit will be given for courses that have similar content and learning outcomes. In some cases [upper/lower] level courses successfully completed at other institutions may transfer as equivalent to [lower/upper] level courses at the University. When equivalency cannot be determined, unallocated credit may be granted.

1.3. Credits applied towards a completed credential cannot be considered for transferability to a credential at a lower level in the same program specialization.

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

1.5. TRU accepts transfer of credits earned through PLAR at other Canadian public post- secondary institutions that have formally adopted quality assurance standards from a recognized organization such as the Council for Adult and

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Experiential Learning, the European Union or UNESCO. Such transfer credit is applied in the context of TRU course and program requirements.

2. TRANSFER OF CREDIT EARNED IN ASSOCIATE DEGREES

The University guarantees sixty (60) credits will be awarded to transfer students who hold an Associate Degree awarded by a BC post-secondary institution, that follows the Degree Quality Assessment Board approved BC provincial Associate Degree requirements, and are transferring to a credential program at a higher level than Associate Degree. Students must still fulfill all requirements of the credential being pursued (i.e. ,the requirements of the credential being pursued will determine how many, if any, of the transferred credits from the Associate Degree are applicable).

3. UNIVERSITY PARTNER AGREEMENTS

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

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~~CREDIT AND~~ NON-CREDIT COURSES AND PROGRAMS

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 08-1
APPROVAL DATE	October 28, 2024
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	~~Registrar and/or Appropriate Dean~~Provost and Vice-President Academic
ADMINISTRATIVE CONTACT	Registrar

POLICY

All Thompson Rivers University (TRU) courses fall into one of two categories: credit or non-credit. ~~These are defined as follows:~~ Credit courses and programs are those which are approved by Senate through the curricular governance process and may include courses and programs which use hours instead of credits to measure their length. Courses and programs which are not approved by Senate through the curricular governance process are non-credit.

REGULATIONS

~~I. CREDIT COURSES~~

~~TRU courses which carry credit towards a TRU certificate, diploma, or degree are known as credit courses. Credit courses are listed in the Calendar, and registration in such courses is open to suitably qualified members of the general public.~~

~~Curriculum content and academic standards are defined for all credit courses, and students receive a final grade based on their performance and determined according to Policy ED 8-0 (unless the student has registered as an audit student).~~

~~Students are issued TRU transcripts to document their achievement in credit courses. On successful completion of a program, students may apply for a Certificate, Diploma, or Degree.~~

~~The offering of credit courses, together with their curriculum and academic standards, is subject to the approval of the Vice-President, Academic and University Council.~~

~~II. NON-CREDIT COURSES~~

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

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

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NON-CREDIT COURSES AND PROGRAMS

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 08-1
APPROVAL DATE	October 28, 2024
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Provost and Vice-President Academic
ADMINISTRATIVE CONTACT	Registrar

POLICY

All Thompson Rivers University (TRU) courses fall into one of two categories: credit or non-credit. Credit courses and programs are those which are approved by Senate through the curricular governance process and may include courses and programs which use hours instead of credits to measure their length. Courses and programs which are not approved by Senate through the curricular governance process are non-credit.

REGULATIONS

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

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

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Memorandum

To: Gordon Binsted, Provost, Chair of APPC
From: Liesel Knaack, Vice Provost OLTI
Date: July 13, 2026
RE: Policy Revision Package #3 – Governance and educational standards

Purpose

The purpose of this submission is for APPC to review and recommend to Senate the approval of a set of policy revisions related to student academic progress and records.

Policy revision package	Rationale and outcomes of revision	Policies revised	Policies to be deleted
Educational standards and curricular governance.	Updates framework for credit, credential definitions, residency requirements, program types, program laddering, and governance processes.	ED 8-0 ED 8-2 ED 8-5	ED 16-0 ED 2-1

This package of policy revisions is taken from a larger set of policy revisions that were recommended for approval by APPC in May and June of 2025. They are returning now to APPC and then to Senate for re-consideration in this smaller and more accessible package.

Package 3: Governance and educational standards

Purpose:

To revise institution-wide educational standards, update definitions and credential structures in alignment with DQAB, establish consistent residency requirements, and clarify undergraduate and graduate curricular governance processes.

Policies included in this revision package:

- ED 8-0 Educational Standards in Credit Courses and Programs
- ED 8-2 Undergraduate Curricular Governance (previously Undergraduate Courses and Program approvals)
- ED 8-5 Graduate Curricular Governance (previously New Graduate Program Assessment Criteria)

Associated deletion:

- ED 16-0 Types of Undergraduate and Graduate Credentials
- ED 2-1 Special Courses

Main amendments:

Realignment and Compliance

- Resolved discrepancies, gaps, and non-compliance in policy
- Updated terms to align with DQAB
- Updated majors, minors, and other programs to align with DQAB
- Aligned Undergraduate and Graduate curricular governance with Senate Categories
- Clarity that “credit” courses and programs are courses and programs approved by Senate

Major changes

- Changing residency for both campus and OL programs to 20% for undergraduate programs and 50% for graduate programs
- Moving from a set number of credits to a percentage of the longer program when a student is taking multiple programs
- Defining program levels as Non-Credit, Access, Undergraduate (divided into Trades, Vocational, and Academic), and Graduate

Minor changes

- Removing thematic options and updating concentrations, and adding graduate concentrations
- Using the term "Specialization" to refer to field of study/discipline
- Added flexibility for credit assignment to Work-Integrated Learning
- Allowing exceptions to credential requirements if approved by Chair/Coordinator & Dean
- Adding clarity that Special Topics courses are shell courses with varied course content and outcomes, while Selected Topics are not shell courses, and while they have varied content, they have stable outcomes
- Directed Studies courses may be shell courses or may be independent versions of other courses
- SERV shell courses may be offered by any faculty without requiring additional approval
- Requiring EPC or GSC to approved curriculum development processes and forms
- Requiring EPC or GSC to approve curriculum development processes and forms

Included in package:

- Redlined and clean versions of ED 8-0
- Redlined and clean versions of ED 8-2
- Redlined and clean versions of ED 8-5
- Deletion notice for ED 16-0
- Deletion notice for ED 2-1

Rationale for this to be a package:

These three policy revisions are the most consequential and interdependent, as ED 8-0 defines credit, program levels and credential structure, and ED 8-2 and ED 8-5 provide governance for approving what ED 8-0 defines.

Major structural changes are included in this package (residency requirements, program laddering, new definitions, and DQAB alignment).

EDUCATIONAL STANDARDS IN CREDIT COURSES AND PROGRAMS

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 08-0
APPROVAL DATE	September 23, 2024
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Provost and Vice President Academic
ADMINISTRATIVE CONTACT	Deans and Registrar

POLICY

Thompson Rivers University (TRU) offers programs of study leading to undergraduate certificates, diplomas, and degrees; post-baccalaureate certificates and diplomas; and graduate certificates, diplomas, and degrees. Credit Courses and Programs are those which are approved by Senate through the curricular governance process and may include courses and programs which use hours instead of credits to measure their length. Credit Courses and Programs are listed in the Calendar. ~~Curriculum content and educational standards are established for all credit courses, and students receive a final grade based on their performance, determined according to policy ED 3-5, Grading Systems (unless they have registered as an audit student).~~

~~Students are issued transcripts to document their achievement in credit courses. On successful completion of a program, students may apply for a certificate, diploma, associate degree, baccalaureate degree, or master's degree.~~

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

The purpose of this policy is to provide common standards at ~~Thompson Rivers University (~~TRU~~)~~ for defining credit courses and programs, to set minimum requirements for credentials, and to determine the number of ~~c~~Credits a course should ~~attract~~ be assigned within the context of a specific program of study.

REGULATIONS

Curriculum content and academic standards are defined for all credit courses and are approved under the Undergraduate Curricular Governance (ED 8-2) and Graduate Curricular

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Governance (ED 8-5) policies. Students receive a grade or transcript notation to document their achievement in credit courses.

TRU courses and programs will follow all applicable standards, criteria, and guidelines set out by the Degree Quality Assessment Board (DQAB) and in any disagreement between this policy and DQAB standards, criteria, and guidelines, DQAB standards will be followed.

1 DEFINITIONS

1. **Calendar**: A detailed guide to programs, courses, services, regulations, fees, policies, and procedures developed by the Office of the Registrar.
2. **Credential**: An award to recognize evidence of learning in a program such as a degree, diploma, or certificate.
3. **Course**: A structured series of classes, course of instruction, or a sustained period of instruction that corresponds with a course description and learning outcomes set out in the Calendar and approved through curricular governance.
4. **Credit**: Units used to measure the weight of course contribution toward program requirements.
5. **Curricular Governance**: The comprehensive and rigorous process by which TRU assesses and approves credit courses and programs.
6. **Curriculum**: The content of courses and programs.
7. **Discipline**: A branch of knowledge, learning or scholarly instruction that forms the basis for organizing educational programs.
8. **Elective**: A course selected by a student from outside their specialization or program.
9. **Experiential Learning**: Learning through direct hands-on experience with the realities being studied, followed by intentional reflection and growth.
10. **Grade Point Average (GPA)**: A calculation of the average of the numeric grade point values assigned to grades received in credit courses as determined in the Transcripts and Grading policy ED 3-5.
11. **Lower-Level Course**: Undergraduate courses designed to be taken in the equivalent of the first and second years of study.
12. **Methods of Instruction**: Course formats used alone and in conjunction at TRU both in synchronous and asynchronous courses. These methods are also used to support the determination of course vectoring.
    a. **Lecture**: A course format that includes the standard practices of instruction and knowledge dissemination. This format may be used to describe synchronous or asynchronous instruction.
    b. **Seminar**: A course format that includes a higher level of participation than Lecture and may also have a smaller class size, this may also be used to describe most graduate or thesis classes.
    c. **Lab**: A course format that includes laboratory, or hands-on activity, instruction with laboratory or specialized equipment. This may include computer laboratory courses and virtual laboratory courses.
    d. **Work-Integrated Learning**: A course format that includes curricular experiential learning that formally and intentionally integrates a student's academic studies within a workplace or practice setting. These experiences include an engaged partnership between TRU, a host organization, and a student. This includes

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practicum, practica, clinical, shop, studio, internship, or co-operative education courses, as well as some work experience, or fieldwork courses.

13. **Prerequisite**: A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.
14. **Program**: A course of study in any program level, approved by Senate, that consists of a defined group of related courses of instruction and other learning opportunities.
15. **Program Laddering**: Curricular design that intentionally builds on previously earned credits or credentials within the same Program Level.
16. **Program Levels**: The categories of courses and programs offered by TRU, including Non-Credit, Access, Undergraduate, and Graduate.
    a. **Non-Credit**: Courses and programs offered by TRU that are not approved by Senate; this includes continuing education.
    b. **Access**: Courses and programs approved by Senate that prepare students for further studies or access to the workforce but do not grant credit towards undergraduate or graduate programs.
    c. **Undergraduate**: Courses and programs approved by Senate that require completion of secondary education or equivalent and are the first level of post-secondary studies.
        i. **Trades**: Undergraduate courses and programs approved by Senate that are accredited by Skilled Trades BC.
        ii. **Vocational**: Undergraduate courses and programs approved by Senate that lead directly to professions or employment and are not designed to apply towards a bachelor's degree.
        iii. **Academic**: Undergraduate courses and programs approved by Senate designed to apply towards a bachelor's degree.
    d. **Graduate**: Courses and programs approved by Senate at the master's or doctoral level that require completion of a bachelor's degree or equivalent degree.
17. **Provost**: The Provost and Vice-President Academic is the senior academic administrator, reporting to the President.
18. **Specialization**: A field of study or distinct grouping of courses within a program, such as a Major, Minor, or Concentration. Some programs with largely prescribed curriculum are themselves specializations.
19. **Student**: A person who is registered or enrolled at TRU in credit courses or programs.
20. **Residency**: A specific number of credits, or equivalent, that must be completed through TRU courses to qualify for being awarded a credential by TRU.
21. **Upper-Level Course**: Undergraduate courses designed to be taken in the equivalent of the third and fourth years of study, building on the learning from lower-level courses.

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2 Types of Educational Programs

On successful completion of a program, students may apply for a Credential. Some programs may have completion pathways that do not include the granting of a Credential.

The offering of credit courses, together with their curriculum and academic standards, is subject to the approval of the Provost and Senate.

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2.1 ACCESS CREDENTIALS

1. **Access Certificates** comprise less than 60 credits, or equivalent, but do not Ladder to Undergraduate programs.
2. **Access Diplomas** comprise 60 to 119 credits or equivalent, but do not Ladder to Undergraduate programs.

2.2 UNDERGRADUATE CREDENTIALS

1. **Undergraduate Certificates** comprise less than 60 credits, or equivalent, and generally involve in-depth study in a specific discipline. Certificates designed to ladder into further undergraduate programs normally comprise fewer than 36 credits.
2. **Undergraduate Diplomas** comprise 60 to 119 credits, or equivalent, and generally involve in- depth study in a specific discipline. Diplomas designed to ladder into further undergraduate programs normally comprise fewer than 72 credits.
3. **Associate Degrees** are undergraduate credentials that follow the Degree Quality Assessment Board approved Associate Degree Framework and generally involve a broad range of course offerings balanced with in-depth study in a specific discipline. They normally include 60 credits, or equivalent, of lower-level work. Students may, upon completion, continue their studies in upper-level work in order to pursue a baccalaureate degree.
4. Advanced Certificates and Diplomas require students to have completed an undergraduate diploma, associate degree, or degree prior to entry to the Advanced Certificate or Diploma program. Advanced Certificates and Diplomas are normally characterized by in-depth study in specific disciplines.
   - 4.1. **Advanced Certificates** are awarded for the completion of a diploma (or equivalent) and up to 15 additional undergraduate credits.
   - 4.2. **Advanced Diplomas** are awarded for the successful completion of a diploma (or equivalent) and 16 to 45 additional undergraduate credits.
5. **Baccalaureate Degrees** are composed of a minimum of 120 credits, or equivalent, including a minimum of 45 credits at the upper-level and the general education credits as outlined in the Senate approved TRU General Education Model.
   - 5.1. **First-Entry** which generally takes one of three forms:
     - 5.1.1. A combination of lower-level breadth requirements as a prerequisite for more specific discipline- and specialization-based study at the upper level,
     - 5.1.2. A largely prescribed curriculum at both the lower and upper levels for specific discipline- or specialization-based study,
     - 5.1.3. A general program featuring an interdisciplinary combination of courses at the lower and upper levels.
   - 5.2. **Second-Entry** which usually focuses on preparing students for entry into a profession or occupational field and requires the following:
     - 5.2.1. Cumulative credits are undergraduate credits required for admission plus credits required to complete the degree,
     - 5.2.2. A minimum of 30 prior university undergraduate credits, or equivalent, for admission.
     - 5.2.3. Second-Entry programs may request an exemption from the general education credits through curricular governance.

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

2.2.1 Undergraduate Specializations

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

1. **Major**: A primary specialization consisting of a minimum of 30 upper-level credits in a specific discipline or defined cross-disciplinary area. A major should be declared prior to the completion of 60 credits, unless otherwise stated by the program.
2. **Minor**: A secondary specialization consisting of between 12 and 15 upper-level credits in a specific discipline or defined cross-disciplinary area. A minor must be declared no later than the commencement of the final semester of study. Unless stated otherwise by program guidelines, students may complete any TRU Minor regardless of the degree they are pursuing, but it may not be in their primary specialization.
3. **Concentration**: A secondary specialization consisting of between 12 and 15 upper-level credits in a specific sub-discipline within a Major or defined cross-disciplinary area. A concentration may accompany a declared major or be independent of a major. A concentration should be declared prior to the commencement of the final semester of study.
4. **Co-operative Education**: Integrates a student's academic studies with paid work-integrated learning experiences in approved employment opportunities. Students gain experience in a field related to their program according to the following criteria:
   4.1. Co-op work terms are developed and approved by TRU.
   4.2. The student is engaged in productive and meaningful work.
   4.3. The student's performance in the co-op work term is monitored by TRU.
   4.4. The student's performance in the co-op work term is supervised and evaluated by the employer and the co-op faculty.
5. **Honours**: An intense primary specialization in a field of study, replacing a Major, open only to students with high academic standing as determined by the program, with a minimum program GPA of 3.00. Consists of a minimum of 9 additional upper-level credits in the specialization, beyond the number required in the non-Honours specialization of the program.

2.2.2 Multiple or Additional Programs

Undergraduate students may take multiple specializations or programs and may return to a program to complete additional specializations.

1. **Multiple Specializations**: Students may undertake more than one Major, Minor, Concentration, or combination of the above within a single degree. The most common version of this is the double major.
   1.1. To qualify for a double major or a double concentration, both majors and concentrations must be offered by the same degree program; otherwise, it is a multiple program.

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1.2. A degree with a double major, double minor, double concentration, or any combination of majors, minors, or concentrations requires the satisfactory completion of all requirements of each of the individual majors, minors, concentrations, or thematic options.

2. **Multiple Programs**: Students may undertake more than one of the same type of undergraduate credential (certificate, diploma or degree) with the University.
   2.1. Multiple programs require the satisfactory completion of all requirements of each of the individual programs.
   2.2. The total credits required for the programs undertaken will be at least 20% more than the credits required for the longer program (e.g., taking two baccalaureate degrees which each need 120 credits requires the completion of at least 144 credits).
   2.3. Multiple programs may be completed either concurrently or sequentially.
   2.4. Graduating multiple program students will receive one credential for each of the programs. The credentials awarded to multiple program graduates will not differ from those awarded to graduates of the corresponding single credential programs.
3. **Additional Programs**: A student wishing to undertake an undergraduate program they have already completed at TRU (e.g., to pursue an additional BA after having already completed a BA) will be permitted to do so, as long as the new area of study is in a different Specialization than completed initially (e.g., History versus English).
   3.1. Additional Programs require the satisfactory completion of all requirements for the new specialization, and any program requirements they do not have.
   3.2. Students who completed their prior program at another institution are subject to the Residency requirements.
   3.3. In certain programs, at the determination of the Dean, students will be admitted only if space is available once new applicants have been admitted.

2.3 GRADUATE CREDENTIALS

1. **Graduate Certificates** comprise 12 or fewer credits, or equivalent, of graduate coursework. Students may, upon successful completion, continue their studies in order to pursue a graduate diploma and/or degree, where available. This program may be designed to ladder towards a Master's degree.
2. **Graduate Diplomas** comprise 18 or fewer credits, or equivalent, of graduate coursework. Students may, upon successful completion, continue their studies in order to pursue a graduate degree, where available. This program may be designed to ladder towards a Master's degree.
3. **Master's Degrees** are comprised of a minimum of 30 credits, or equivalent, of graduate coursework and will typically require the equivalent of 1-2 years of full-time studies to complete. A Master's degree is a primary specialization for graduate studies. Master's degrees may be course based, course and project based, or course and thesis based.
4. **Graduate Concentrations** are secondary specializations, normally 20-50% of the program credits, within the field of study of a Master's Degree.

2.4 CREDENTIAL NAMES

1. Credential names should be easily understood in the context of other credentials at TRU and similar credentials at other BC Post Secondary Institutions.
2. Credential names will follow DQAB naming guidelines.

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3. For programs designed for entry into a specific profession, the name must be recognized by any relevant licensing and accrediting bodies as a basis for entry to practice into that profession.

~~1~~3 CREDENTIAL REQUIREMENTS

~~1.1~~3.1 GENERAL

~~A certificate will be awarded for the successful completion of a program less than 60 credits of study, or equivalent. An undergraduate diploma will be awarded for the successful completion of a program of 60 – 119 credits of study, or equivalent. An associate degree will be awarded for the successful completion of a program of 60 – 119 credits of study, or equivalent, and is in accordance with the definition in the Types of Undergraduate and Graduate Credentials policy. A baccalaureate degree will be awarded for the successful completion of a program that is equal to or greater than 120 credits of study, or equivalent. Post baccalaureate certificates will be awarded for the successful completion of a baccalaureate degree and up to 30 additional credits of study, or equivalent. A post-baccalaureate diploma will be awarded for the successful completion of a baccalaureate degree plus 31 credits or more of study, or equivalent. A masters' degree will be awarded for the successful completion of a baccalaureate degree or the equivalent plus a minimum of 24 graduate credits, or equivalent.~~

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

~~3.~~4. Equivalencies for courses required by a student for a credential may be approved on a case-by-case basis by the department chair, or program coordinator, and the Dean.

~~1.2~~3.2 RESIDENC~~Y~~E REQUIREMENTS

1. At least ~~50%~~20% of an undergraduate program's requirement must be completed through TRU. ~~This does not apply to Open Learning programs.~~
2. At least 50% of a graduate program's requirement must be completed through TRU.
3. Programs may set additional Residency requirements through curricular governance. Any change to an Open Learning program residency must also be approved by the Planning Council for Open Learning.

~~I. **TRANSFER CREDIT**~~

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~~TRU encourages the recognition of credit for courses taught at other institutions.~~

~~**GUIDELINES:**~~

1. ~~Comparison of course curriculum forms the basis for considering credit recognition at TRU.~~
2. ~~Courses accepted by any two B.C. public universities and/or university colleges or institutes should be accepted by equivalent TRU programs.~~
3. ~~Specific credit will be given for courses with a minimum 80% match in content and similar entrance requirements.~~
4. ~~Credit may be given only for courses receiving a passing grade from the granting institution..~~

~~2~~4 PROGRAM CAPACITIES, AND SECTION SIZES, AND IMPLEMENTATION

1. In order to help maintain appropriate educational standards, and ensure compliance with collective agreements,

   1.1. program capacities ~~and maximum course section sizes~~ shall be determined by the Provost~~Vice-President, Academic~~, or designate, in consultation with the relevant Dean, Faculty Council, and department; and.

   1.2. maximum course section sizes shall be determined by the Provost, or designate, in consultation with the relevant Dean and department.

2. For new or revised programs and courses implementation dates will be determined by the Provost, or designate, in consultation with the relevant Dean, Faculty Council(s), department(s), and program advisors.

5 INSTRUCTIONAL DELIVERY

Delivery modalities and special course types are developed to support and enhance student learning.

5.1 DELIVERY MODALITIES

Senate will approve specific definitions of Instructional Delivery Modalities.

5.2 SPECIAL COURSES

TRU recognizes that student learning can be enhanced by providing students the opportunity to go beyond the usual curriculum thereby enriching a program of study. Special courses are those which are offered under a "shell course" which has received curricular governance approval and where the variability in outcomes and content is sufficiently large that it would be appropriate for students to gain credit for taking multiple versions of this course. Three

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methods through which such enhancements may occur are Special Topics courses, Directed Studies courses, and Service Learning courses.

5.2.1 Special Topics Courses

1. Special Topics courses contain outcomes and content that varies from year to year and/or from instructor to instructor. These courses may also be used to offer instruction in a specialised area that is only possible due to the presence of short-term/visiting faculty.
2. These courses are identified in the calendar in the form of a 'shell' that defines the broad field of study with titles such as 'Special Topics in …' or 'Topics in …' or 'Studies in …'" Curricular governance approval of the 'shell' will follow Policy ED 8-2 Undergraduate Curricular Governance or Policy ED 8-5 Graduate Curricular Governance.
3. Given that students may be able to receive credit for multiple versions of a Special Topics Course, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is by the department Chair and Dean.
4. Individual programs may choose to limit the number of credits a student may accumulate from Special Topics courses.
5. Courses where the content varies but the course outcomes are set in the curricular governance process, usually called Selected Topics, are not a 'shell' course under this section.

5.2.2 Directed Studies Courses

1. Directed Studies courses are offered to small groups of students only (normally no more than five students at a time).
2. There are two types of Directed Studies courses:
   - 2.1. courses which replicate the outcomes and content of another course already approved under curricular governance; and
   - 2.2. courses which do not replicate the outcomes of another course and are identified in the calendar in the form of a 'shell' titled 'Directed Studies'. Curricular governance approval of the 'shell' will follow Policy ED 8-2 Undergraduate Curricular Governance or Policy ED 8-5 Graduate Curricular Governance.
3. Given that students may be able to receive credit for multiple 'shell' Directed Studies courses, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the faculty/school.
   - 3.1. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA, fourth-year standing) for 'shell' Directed Studies courses in their area.
   - 3.2. Individual programs may choose to limit the number of credits a student may accumulate from 'shell' Directed Studies courses. Normally, no more than two of these courses may be taken in a program without specific approval from the Dean.
4. For both replicated and 'shell' Directed Studies courses, after consulting with the proposed faculty supervisor or Open Learning Faculty Member, the student or instructor must submit a description of the course or project on the Directed Studies form to the Department Chair or Director, Curriculum Development and Delivery (or designate), and

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subsequently to the Dean (or Dean's designate) for approval. The description of the course or project will include a topic or project title, a list of learning outcomes, major content or task areas, a list of resources to be used (text, bibliography, etc.), a method of evaluation, a supervision schedule, a start date, and a completion date.

5. Students register for Directed Studies courses by providing a copy of the approved Directed Studies form at registration.

5.2.3 Service Learning Courses

1. The University supports the use of experiential learning in all programs, and as such, the regulations that follow are not intended to restrict the use of experiential learning in regular course offerings at the University. The intent of these regulations is to outline the use of the acronym SERV (Service Learning) at TRU for a specific type of experiential learning.
2. SERV courses provide a venue for students to share their knowledge and skills with the community and to acquire new knowledge and skills through approved community-based projects. To be eligible to receive SERV credit, the student's service learning must demonstrate civic participation and community involvement, and must require some measure of formal critical reflection; in addition, the project must involve students (normally 3 - 5 hours per week) in organized community service that addresses local needs. These courses are titled SERV and are not part of a standard program of study, nor are they offered on a regular cycle; otherwise the course would be given a discipline specific acronym.
3. SERV courses are offered to small groups of students only (normally no more than ten students at any time).
4. These courses are identified in the calendar in the form of a 'shell' with the acronym SERV and the title "Service Learning". SERV 'shells' are approved through the curricular governance process, and once approved, each faculty/school that chooses to offer a SERV 'shell' may do so without additional curricular governance approvals or the approval of the faculty/school who originated the 'shell'.
5. Students must have the agreement of a TRU faculty member who will supervise and support the individualized/group learning project.
6. Given that students may be able to receive credit for multiple SERV courses, such a course will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the Department Chair and Dean.
   6.1. Service learning projects may be initiated by students; by community members, groups, agencies, and organizations; or by faculty. For the project to qualify for service learning credit, a faculty member must first authorize the course and then agree to supervise, support, and evaluate the project. The Service Learning Form, which describes the SERV course, must be approved by the supervising faculty member, the Chair, and the Dean (or Dean's designate). The description of the course will include, at a minimum, the sub-title of the course, a list of learning outcomes, a method of evaluation, a supervision schedule, a start date, and a completion date.
7. Students registering for SERV courses follow the usual registration procedures by providing a copy of the approved Service Learning form at registration.

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8. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA) for SERV courses they offer.
9. SERV courses normally carry elective credit, although, with departmental approval, SERV courses that are directly related to the student's program of study may be used to satisfy Major requirements.

Individual programs may choose to limit the number of credits a student may accumulate from SERV courses. If a program has not restricted the number of credits, the maximum is twelve credits of SERV toward their degrees.

~~3~~6 COURSE VECTORING AND SCHEDULING

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

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

~~3.1~~6.1 ASSIGNMENT OF COURSE CREDITS FOR ACCESS, UNDERGRADUATE ACADEMIC, AND ~~CAREER TECHNICAL~~ GRADUATE PROGRAMS

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

~~2. Definitions of instructional delivery methods:~~
~~3. Lecture: instruction - standard format.~~
~~4. Seminar: subset of lecture instruction - participative format.~~
~~5. Lab: laboratory (hands on activity) instruction with laboratory equipment.~~
~~6. Practica: related work experience or work-integrated learning, such as: practicum, clinical, shop, fieldwork, studio, internship, or co-operative education.~~

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~~7.~~

~~8.~~2. Credit ~~C~~calculations for courses with direct contact hours:

~~8.1.~~2.1. Methods of Instruction~~Educational delivery method~~ and instructional weighting factor for credit assignment purposes:

- Lectures and Seminars~~:~~ 1 actual hour = 1 derived instructional hour
- Labs: ~~—~~1 actual hour = ¼ of a derived instructional hour
- ~~Practica~~Work-Integrated Learning~~—~~: 1 actual hour = ½ of a derived instructional hour

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

~~8.2.~~2.2. Calculation of derived hours:

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

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

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

Examples of Credit Assignment to Credit Courses

Course	Total Derived Hours	Derived Hours Per week	Credits
ECED 1360~~ENGL 110~~ (4,0,0)(L)	Lec (4)(15)(1) = 60	60/15 = 4	3
BIOL 3100 (3,0,~~32~~)(L)	Lec (3)(15)(1) = 45 Lab (~~32~~)(15)(¼) = 11.25~~7.5~~	45/15 = 3 11.25~~7.5~~/15 = .75 = 3.75	3
HUMS 2600 (0,2,14P)~~NURS 218 (0,4,12P)~~	Sem (24)(15)(1) = ~~63~~0 Pract (1~~4~~2)(15)(½) = ~~90~~105	60/15 = 24 ~~90~~105/15 = ~~6~~7 = 9~~10~~	~~5~~4

~~8.3.~~2.3. Derived hours per week equate to the following credits:

< 1 hour	=	0 credits
1 hour	=	1 credit

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

~~9. Distributed Learning Refer to Section d. below~~

~~10.~~3. For courses delivered with no or few direct contact hours (e.g. Open Learning, and some Work-Integrated Learning), credits are assigned using one of the following methods:

~~10.1.~~3.1. Where the same TRU course is delivered in a vectored format, the credits assigned to the no-direct-contact-hours course must be the same.

~~10.2.~~3.2. Where there is no TRU equivalent, then the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum under a vectored delivery model. Once the contact hour equivalent is determined, the contact hour/credit relationship defined in 2~~e~~) above should be applied.

3.3. Credit assignment for co-operative education work-integrated learning courses is assigned a three- credit value.

~~10.3.~~ For other work-integrated learning courses, if there are no specific lecture, seminar, or lab contact hours, the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum to achieve the same course outcomes under a vectored delivery model.

~~10.4.~~3.4.

~~3.2~~6.2 ASSIGNMENT OF COURSE CREDITS FOR UNDERGRADUATE TRADES AND VOCATIONAL PROGRAMS

1. A Trades or Vocational program may choose to assign credits using the guidelines under 6.1 instead of this method.
2. A full-time Trades or V~~v~~ocational (non-semesterized) program normally has 25 contact hours per week of instruction. The equivalent (to a semesterized delivery model) 100% (15 credit) load equals 15 weeks of full-time instruction. A vocational (non-semesterized) program has one credit assigned for every week of full-time instruction.

~~1.~~3. A program that is less than full-time will have credits distributed proportionally to the equivalent number of full-time weeks.

Examples of Credit Assignment to Vocational Programs:

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

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

~~II. UNIVERSITY PARTNER AGREEMENTS~~

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

~~III. PREREQUISITES AND PROMOTION~~

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

~~IV. AUDIT STUDENTS~~

~~Students who register to audit a course must satisfy the instructor that they are taking reasonable steps to complete course requirements, although no formal evaluation procedures are required. If in the judgment of the instructor a student is not doing this, a grade of W will be recorded.~~

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~~Students must meet with the instructor at the commencement of the course, or prior to a change to Audit status, to agree on what constitutes reasonable steps to complete course requirements.~~

~~Students who wish to change from Credit to Audit status must do so by the end of the second week of the semester.~~

~~Departments have the right to refuse an audit student's participation.~~

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EDUCATIONAL STANDARDS IN CREDIT COURSES AND PROGRAMS

THOMPSON RIVERS UNIVERSITY
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POLICY NUMBER	ED 08-0
APPROVAL DATE	September 23, 2024
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Provost and Vice President Academic
ADMINISTRATIVE CONTACT	Deans and Registrar

POLICY

Thompson Rivers University (TRU) offers programs of study leading to undergraduate certificates, diplomas, and degrees; post-baccalaureate certificates and diplomas; and graduate certificates, diplomas, and degrees. Credit Courses and Programs are those which are approved by Senate through the curricular governance process and may include courses and programs which use hours instead of credits to measure their length. Credit Courses and Programs are listed in the Calendar.

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

The purpose of this policy is to provide common standards at TRU for defining credit courses and programs, to set minimum requirements for credentials, and to determine the number of Credits a course should be assigned within the context of a specific program of study.

REGULATIONS

Curriculum content and academic standards are defined for all credit courses and are approved under the Undergraduate Curricular Governance (ED 8-2) and Graduate Curricular Governance (ED 8-5) policies. Students receive a grade or transcript notation to document their achievement in credit courses.

TRU courses and programs will follow all applicable standards, criteria, and guidelines set out by the Degree Quality Assessment Board (DQAB) and in any disagreement between this policy and DQAB standards, criteria, and guidelines, DQAB standards will be followed.

1 DEFINITIONS

1. **Calendar**: A detailed guide to programs, courses, services, regulations, fees, policies, and procedures developed by the Office of the Registrar.

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2. **Credential**: An award to recognize evidence of learning in a program such as a degree, diploma, or certificate.
3. **Course**: A structured series of classes, course of instruction, or a sustained period of instruction that corresponds with a course description and learning outcomes set out in the Calendar and approved through curricular governance.
4. **Credit**: Units used to measure the weight of course contribution toward program requirements.
5. **Curricular Governance**: The comprehensive and rigorous process by which TRU assesses and approves credit courses and programs.
6. **Curriculum**: The content of courses and programs.
7. **Discipline**: A branch of knowledge, learning or scholarly instruction that forms the basis for organizing educational programs.
8. **Elective**: A course selected by a student from outside their specialization or program.
9. **Experiential Learning**: Learning through direct hands-on experience with the realities being studied, followed by intentional reflection and growth.
10. **Grade Point Average (GPA)**: A calculation of the average of the numeric grade point values assigned to grades received in credit courses as determined in the Transcripts and Grading policy ED 3-5.
11. **Lower-Level Course**: Undergraduate courses designed to be taken in the equivalent of the first and second years of study.
12. **Methods of Instruction**: Course formats used alone and in conjunction at TRU both in synchronous and asynchronous courses. These methods are also used to support the determination of course vectoring.
    a. **Lecture**: A course format that includes the standard practices of instruction and knowledge dissemination. This format may be used to describe synchronous or asynchronous instruction.
    b. **Seminar**: A course format that includes a higher level of participation than Lecture and may also have a smaller class size, this may also be used to describe most graduate or thesis classes.
    c. **Lab**: A course format that includes laboratory, or hands-on activity, instruction with laboratory or specialized equipment. This may include computer laboratory courses and virtual laboratory courses.
    d. **Work-Integrated Learning**: A course format that includes curricular experiential learning that formally and intentionally integrates a student's academic studies within a workplace or practice setting. These experiences include an engaged partnership between TRU, a host organization, and a student. This includes practicum, practica, clinical, shop, studio, internship, or co-operative education courses, as well as some work experience, or fieldwork courses.
13. **Prerequisite**: A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.
14. **Program**: A course of study in any program level, approved by Senate, that consists of a defined group of related courses of instruction and other learning opportunities.
15. **Program Laddering**: Curricular design that intentionally builds on previously earned credits or credentials within the same Program Level.
16. **Program Levels**: The categories of courses and programs offered by TRU, including Non-Credit, Access, Undergraduate, and Graduate.

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a. **Non-Credit**: Courses and programs offered by TRU that are not approved by Senate; this includes continuing education.
b. **Access**: Courses and programs approved by Senate that prepare students for further studies or access to the workforce but do not grant credit towards undergraduate or graduate programs.
c. **Undergraduate**: Courses and programs approved by Senate that require completion of secondary education or equivalent and are the first level of post-secondary studies.
    i. **Trades**: Undergraduate courses and programs approved by Senate that are accredited by Skilled Trades BC.
    ii. **Vocational**: Undergraduate courses and programs approved by Senate that lead directly to professions or employment and are not designed to apply towards a bachelor's degree.
    iii. **Academic**: Undergraduate courses and programs approved by Senate designed to apply towards a bachelor's degree.
d. **Graduate**: Courses and programs approved by Senate at the master's or doctoral level that require completion of a bachelor's degree or equivalent degree.

17. **Provost**: The Provost and Vice-President Academic is the senior academic administrator, reporting to the President.
18. **Specialization**: A field of study or distinct grouping of courses within a program, such as a Major, Minor, or Concentration. Some programs with largely prescribed curriculum are themselves specializations.
19. **Student**: A person who is registered or enrolled at TRU in credit courses or programs.
20. **Residency**: A specific number of credits, or equivalent, that must be completed through TRU courses to qualify for being awarded a credential by TRU.
21. **Upper-Level Course**: Undergraduate courses designed to be taken in the equivalent of the third and fourth years of study, building on the learning from lower-level courses.

2 Types of Educational Programs

On successful completion of a program, students may apply for a Credential. Some programs may have completion pathways that do not include the granting of a Credential.

The offering of credit courses, together with their curriculum and academic standards, is subject to the approval of the Provost and Senate.

2.1 Access Credentials

1. **Access Certificates** comprise less than 60 credits, or equivalent, but do not Ladder to Undergraduate programs.
2. **Access Diplomas** comprise 60 to 119 credits or equivalent, but do not Ladder to Undergraduate programs.

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2.2 UNDERGRADUATE CREDENTIALS

1. **Undergraduate Certificates** comprise less than 60 credits, or equivalent, and generally involve in-depth study in a specific discipline. Certificates designed to ladder into further undergraduate programs normally comprise fewer than 36 credits.
2. **Undergraduate Diplomas** comprise 60 to 119 credits, or equivalent, and generally involve in- depth study in a specific discipline. Diplomas designed to ladder into further undergraduate programs normally comprise fewer than 72 credits.
3. **Associate Degrees** are undergraduate credentials that follow the Degree Quality Assessment Board approved Associate Degree Framework and generally involve a broad range of course offerings balanced with in-depth study in a specific discipline. They normally include 60 credits, or equivalent, of lower-level work. Students may, upon completion, continue their studies in upper-level work in order to pursue a baccalaureate degree.
4. Advanced Certificates and Diplomas require students to have completed an undergraduate diploma, associate degree, or degree prior to entry to the Advanced Certificate or Diploma program. Advanced Certificates and Diplomas are normally characterized by in-depth study in specific disciplines.
   - 4.1. **Advanced Certificates** are awarded for the completion of a diploma (or equivalent) and up to 15 additional undergraduate credits,
   - 4.2. **Advanced Diplomas** are awarded for the successful completion of a diploma (or equivalent) and 16 to 45 additional undergraduate credits.
5. **Baccalaureate Degrees** are composed of a minimum of 120 credits, or equivalent, including a minimum of 45 credits at the upper-level and the general education credits as outlined in the Senate approved TRU General Education Model.
   - 5.1. **First-Entry** which generally takes one of three forms:
     - 5.1.1. A combination of lower-level breadth requirements as a prerequisite for more specific discipline- and specialization-based study at the upper level,
     - 5.1.2. A largely prescribed curriculum at both the lower and upper levels for specific discipline- or specialization-based study,
     - 5.1.3. A general program featuring an interdisciplinary combination of courses at the lower and upper levels.
   - 5.2. **Second-Entry** which usually focuses on preparing students for entry into a profession or occupational field and requires the following:
     - 5.2.1. Cumulative credits are undergraduate credits required for admission plus credits required to complete the degree,
     - 5.2.2. A minimum of 30 prior university undergraduate credits, or equivalent, for admission.
     - 5.2.3. Second-Entry programs may request an exemption from the general education credits through curricular governance.
6. **Post-Baccalaureate Certificates** require students to already hold a baccalaureate degree and are composed of a maximum of 30 additional undergraduate credits, or equivalent, in a specific area of study.
7. **Post-Baccalaureate Diplomas** require students to already hold a baccalaureate degree and are composed of a minimum of 31 additional undergraduate credits, or equivalent, in a specific area of study.

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2.2.1 Undergraduate Specializations

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

1. **Major**: A primary specialization consisting of a minimum of 30 upper-level credits in a specific discipline or defined cross-disciplinary area. A major should be declared prior to the completion of 60 credits, unless otherwise stated by the program.
2. **Minor**: A secondary specialization consisting of between 12 and 15 upper-level credits in a specific discipline or defined cross-disciplinary area. A minor must be declared no later than the commencement of the final semester of study. Unless stated otherwise by program guidelines, students may complete any TRU Minor regardless of the degree they are pursuing, but it may not be in their primary specialization.
3. **Concentration**: A secondary specialization consisting of between 12 and 15 upper-level credits in a specific sub-discipline within a Major or defined cross-disciplinary area. A concentration may accompany a declared major or be independent of a major. A concentration should be declared prior to the commencement of the final semester of study.
4. **Co-operative Education**: Integrates a student's academic studies with paid work-integrated learning experiences in approved employment opportunities. Students gain experience in a field related to their program according to the following criteria:
   4.1. Co-op work terms are developed and approved by TRU.
   4.2. The student is engaged in productive and meaningful work.
   4.3. The student's performance in the co-op work term is monitored by TRU.
   4.4. The student's performance in the co-op work term is supervised and evaluated by the employer and the co-op faculty.
5. **Honours**: An intense primary specialization in a field of study, replacing a Major, open only to students with high academic standing as determined by the program, with a minimum program GPA of 3.00. Consists of a minimum of 9 additional upper-level credits in the specialization, beyond the number required in the non-Honours specialization of the program.

2.2.2 Multiple or Additional Programs

Undergraduate students may take multiple specializations or programs and may return to a program to complete additional specializations.

1. **Multiple Specializations**: Students may undertake more than one Major, Minor, Concentration, or combination of the above within a single degree. The most common version of this is the double major.
   1.1. To qualify for a double major or a double concentration, both majors and concentrations must be offered by the same degree program; otherwise, it is a multiple program.
   1.2. A degree with a double major, double minor, double concentration, or any combination of majors, minors, or concentrations requires the satisfactory completion of all requirements of each of the individual majors, minors, concentrations, or thematic options.
2. **Multiple Programs**: Students may undertake more than one of the same type of undergraduate credential (certificate, diploma or degree) with the University.
   2.1. Multiple programs require the satisfactory completion of all requirements of each of the individual programs.

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2.2. The total credits required for the programs undertaken will be at least 20% more than the credits required for the longer program (e.g., taking two baccalaureate degrees which each need 120 credits requires the completion of at least 144 credits).
2.3. Multiple programs may be completed either concurrently or sequentially.
2.4. Graduating multiple program students will receive one credential for each of the programs. The credentials awarded to multiple program graduates will not differ from those awarded to graduates of the corresponding single credential programs.

3. **Additional Programs**: A student wishing to undertake an undergraduate program they have already completed at TRU (e.g., to pursue an additional BA after having already completed a BA) will be permitted to do so, as long as the new area of study is in a different Specialization than completed initially (e.g., History versus English).
3.1. Additional Programs require the satisfactory completion of all requirements for the new specialization, and any program requirements they do not have.
3.2. Students who completed their prior program at another institution are subject to the Residency requirements.
3.3. In certain programs, at the determination of the Dean, students will be admitted only if space is available once new applicants have been admitted.

2.3 GRADUATE CREDENTIALS

1. **Graduate Certificates** comprise 12 or fewer credits, or equivalent, of graduate coursework. Students may, upon successful completion, continue their studies in order to pursue a graduate diploma and/or degree, where available. This program may be designed to ladder towards a Master's degree.
2. **Graduate Diplomas** comprise 18 or fewer credits, or equivalent, of graduate coursework. Students may, upon successful completion, continue their studies in order to pursue a graduate degree, where available. This program may be designed to ladder towards a Master's degree.
3. **Master's Degrees** are comprised of a minimum of 30 credits, or equivalent, of graduate coursework and will typically require the equivalent of 1-2 years of full-time studies to complete. A Master's degree is a primary specialization for graduate studies. Master's degrees may be course based, course and project based, or course and thesis based.
4. **Graduate Concentrations** are secondary specializations, normally 20-50% of the program credits, within the field of study of a Master's Degree.

2.4 CREDENTIAL NAMES

1. Credential names should be easily understood in the context of other credentials at TRU and similar credentials at other BC Post Secondary Institutions.
2. Credential names will follow DQAB naming guidelines.
3. For programs designed for entry into a specific profession, the name must be recognized by any relevant licensing and accrediting bodies as a basis for entry to practice into that profession.

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3 CREDENTIAL REQUIREMENTS

3.1 GENERAL

1. To be eligible for a credential, a student must normally complete all courses within a period designated by the relevant program.
2. The criteria for the awarding of credentials are subject to the approval of the Provost, following advice from Senate.
3. When these criteria change, the criteria that apply to a particular student shall be those in effect when the student was admitted to the program, unless the student chooses to follow the current criteria.
4. Equivalencies for courses required by a student for a credential may be approved on a case-by-case basis by the department chair, or program coordinator, and the Dean.

3.2 RESIDENCY REQUIREMENTS

1. At least 20% of an undergraduate program's requirement must be completed through TRU.
2. At least 50% of a graduate program's requirement must be completed through TRU.
3. Programs may set additional Residency requirements through curricular governance. Any change to an Open Learning program residency must also be approved by the Planning Council for Open Learning.

4 PROGRAM CAPACITIES, AND SECTION SIZES, AND IMPLEMENTATION

1. In order to help maintain appropriate educational standards, and ensure compliance with collective agreements,
   1.1. program capacities shall be determined by the Provost, or designate, in consultation with the relevant Dean, Faculty Council, and department; and
   1.2. maximum course section sizes shall be determined by the Provost, or designate, in consultation with the relevant Dean and department.
2. For new or revised programs and courses implementation dates will be determined by the Provost, or designate, in consultation with the relevant Dean, Faculty Council(s), department(s), and program advisors.

5 INSTRUCTIONAL DELIVERY

Delivery modalities and special course types are developed to support and enhance student learning.

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5.1 DELIVERY MODALITIES

Senate will approve specific definitions of Instructional Delivery Modalities.

5.2 SPECIAL COURSES

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

5.2.1 SPECIAL TOPICS COURSES

1. Special Topics courses contain outcomes and content that varies from year to year and/or from instructor to instructor. These courses may also be used to offer instruction in a specialised area that is only possible due to the presence of short-term/visiting faculty.
2. These courses are identified in the calendar in the form of a ‘shell’ that defines the broad field of study with titles such as ‘Special Topics in …’ or ‘Topics in …’ or ‘Studies in …’” Curricular governance approval of the ‘shell’ will follow Policy ED 8-2 Undergraduate Curricular Governance or Policy ED 8-5 Graduate Curricular Governance.
3. Given that students may be able to receive credit for multiple versions of a Special Topics Course, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is by the department Chair and Dean.
4. Individual programs may choose to limit the number of credits a student may accumulate from Special Topics courses.
5. Courses where the content varies but the course outcomes are set in the curricular governance process, usually called Selected Topics, are not a ‘shell’ course under this section.

5.2.2 DIRECTED STUDIES COURSES

1. Directed Studies courses are offered to small groups of students only (normally no more than five students at a time).
2. There are two types of Directed Studies courses:
   2.1. courses which replicate the outcomes and content of another course already approved under curricular governance; and
   2.2. courses which do not replicate the outcomes of another course and are identified in the calendar in the form of a ‘shell’ titled ‘Directed Studies’. Curricular governance approval of the ‘shell’ will follow Policy ED 8-2 Undergraduate Curricular Governance or Policy ED 8-5 Graduate Curricular Governance.
3. Given that students may be able to receive credit for multiple ‘shell’ Directed Studies courses, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the faculty/school.

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3.1. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA, fourth-year standing) for 'shell' Directed Studies courses in their area.
3.2. Individual programs may choose to limit the number of credits a student may accumulate from 'shell' Directed Studies courses. Normally, no more than two of these courses may be taken in a program without specific approval from the Dean.

4. For both replicated and 'shell' Directed Studies courses, after consulting with the proposed faculty supervisor or Open Learning Faculty Member, the student or instructor must submit a description of the course or project on the Directed Studies form to the Department Chair or Director, Curriculum Development and Delivery (or designate), and subsequently to the Dean (or Dean's designate) for approval. The description of the course or project will include a topic or project title, a list of learning outcomes, major content or task areas, a list of resources to be used (text, bibliography, etc.), a method of evaluation, a supervision schedule, a start date, and a completion date.
5. Students register for Directed Studies courses by providing a copy of the approved Directed Studies form at registration.

5.2.3 Service Learning Courses

1. The University supports the use of experiential learning in all programs, and as such, the regulations that follow are not intended to restrict the use of experiential learning in regular course offerings at the University. The intent of these regulations is to outline the use of the acronym SERV (Service Learning) at TRU for a specific type of experiential learning.
2. SERV courses provide a venue for students to share their knowledge and skills with the community and to acquire new knowledge and skills through approved community-based projects. To be eligible to receive SERV credit, the student's service learning must demonstrate civic participation and community involvement, and must require some measure of formal critical reflection; in addition, the project must involve students (normally 3 - 5 hours per week) in organized community service that addresses local needs. These courses are titled SERV and are not part of a standard program of study, nor are they offered on a regular cycle; otherwise the course would be given a discipline specific acronym.
3. SERV courses are offered to small groups of students only (normally no more than ten students at any time).
4. These courses are identified in the calendar in the form of a 'shell' with the acronym SERV and the title "Service Learning". SERV 'shells' are approved through the curricular governance process, and once approved, each faculty/school that chooses to offer a SERV 'shell' may do so without additional curricular governance approvals or the approval of the faculty/school who originated the 'shell'.
5. Students must have the agreement of a TRU faculty member who will supervise and support the individualized/group learning project.
6. Given that students may be able to receive credit for multiple SERV courses, such a course will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the Department Chair and Dean.
6.1. Service learning projects may be initiated by students; by community members, groups, agencies, and organizations; or by faculty. For the project to qualify for

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service learning credit, a faculty member must first authorize the course and then agree to supervise, support, and evaluate the project. The Service Learning Form, which describes the SERV course, must be approved by the supervising faculty member, the Chair, and the Dean (or Dean's designate). The description of the course will include, at a minimum, the sub-title of the course, a list of learning outcomes, a method of evaluation, a supervision schedule, a start date, and a completion date.

7. Students registering for SERV courses follow the usual registration procedures by providing a copy of the approved Service Learning form at registration.
8. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA) for SERV courses they offer.
9. SERV courses normally carry elective credit, although, with departmental approval, SERV courses that are directly related to the student's program of study may be used to satisfy Major requirements.

Individual programs may choose to limit the number of credits a student may accumulate from SERV courses. If a program has not restricted the number of credits, the maximum is twelve credits of SERV toward their degrees.

6 COURSE VECTORING AND SCHEDULING

Semester-based courses shall be assigned vectoring by the Provost or designate, in consultation with the relevant department and Senate. The vectoring will specify the weekly hours of lecture, seminar, and laboratory instruction, as well as the total expected hours of work-integrated learning. The vectoring will be designed to help maintain appropriate educational standards.

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

6.1 ASSIGNMENT OF COURSE CREDITS FOR ACCESS, UNDERGRADUATE ACADEMIC, AND GRADUATE PROGRAMS

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

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2. Credit calculations for courses with direct contact hours:
   2.1. Methods of Instruction and instructional weighting factor for credit assignment purposes:
   - Lectures and Seminars: 1 actual hour = 1 derived instructional hour
   - Labs: 1 actual hour = ¼ of a derived instructional hour
   - Work-Integrated Learning: 1 actual hour = ½ of a derived instructional hour

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

   2.2. Calculation of derived hours:

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

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

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

Examples of Credit Assignment to Credit Courses

Course	Total Derived Hours	Derived Hours Per week	Credits
ECED 1360 (4,0,0)(L)	Lec (4)(15)(1) = 60	60/15 = 4	3
BIOL 3100 (3,0,3)(L)	Lec (3)(15)(1) = 45 Lab (3)(15)(¼) = 11.25	45/15 = 3 11.25/15 = .75 = 3.75	3
HUMS 2600 (0,2,14P)	Sem (2)(15)(1) = 30 Pract (14)(15)(½) = 105	60/15 = 2 105/15 = 7 = 9	4

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

< 1 hour	=	0 credits
1 hour	=	1 credit
2 hours	=	2 credits
3 -5 hours	=	3 credits
6 - 9 hours	=	4 credits
10 - 11 hours	=	5 credits
12 – 13 hours	=	6 credits

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14 – 15 hours = 7 credits
16 – 17 hours = 8 credits
18 – 19 hours = 9 credits
20 – 21 hours = 10 credits

3. For courses delivered with no or few direct contact hours (e.g. Open Learning, and some Work-Integrated Learning), credits are assigned using one of the following methods:

   3.1. Where the same TRU course is delivered in a vectored format, the credits assigned to the no-direct-contact-hours course must be the same.
   3.2. Where there is no TRU equivalent, then the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum under a vectored delivery model. Once the contact hour equivalent is determined, the contact hour/credit relationship defined in 2) above should be applied.
   3.3. Credit assignment for co-operative education work-integrated learning courses is assigned a three-credit value.
   3.4. For other work-integrated learning courses, if there are no specific lecture, seminar, or lab contact hours, the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum to achieve the same course outcomes under a vectored delivery model.

6.2 Assignment of Course Credits for Undergraduate Trades and Vocational Programs

1. A Trades or Vocational program may choose to assign credits using the guidelines under 6.1 instead of this method.
2. A full-time Trades or Vocational (non-semesterized) program normally has 25 contact hours per week of instruction. The equivalent (to a semesterized delivery model) 100% (15 credit) load equals 15 weeks of full-time instruction. A vocational (non-semesterized) program has one credit assigned for every week of full-time instruction.
3. A program that is less than full-time will have credits distributed proportionally to the equivalent number of full-time weeks.

Examples of Credit Assignment to Vocational Programs:

Program	Total Weeks		Credits
Automotive Service Technician Foundation Certificate	27 weeks		27

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Water and Wastewater Technology Diploma	63 Weeks		63

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

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UNDERGRADUATE CURRICULAR GOVERNANCE~~COURSE~~

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 08-2
APPROVAL DATE	September 26, 2011
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Provost and Vice President Academic~~Chairperson, Educational Programs Committee (EPC)~~
ADMINISTRATIVE CONTACT	Chair, Educational Programs Committee (EPC)~~(TBD)~~

POLICY

It is the policy of Thompson Rivers University (TRU) Board to ensure that the instructional resources of TRU are used efficiently and effectively to meet the goals and objectives of the institution. This policy outlines how Senate decides whether to advance a new Undergraduate or Access program or program deletion to the Board of Governors for approval as well as ~~This policy and its attendant regulations~~ provides an orderly process by which proposals regarding~~for new~~ Undergraduate and Access courses and programs can be evaluated prior to curricular approval~~ their introduction into TRU's instructional profile~~.

Course or program proposals must be approved by the ~~appropriate Departments and/or Curriculum Committees,~~ Dean(s), and Faculty ~~or School~~ Council(s) before submission to the Educational Programs Committee (EPC). New programs and program deletions must be approved by the Board of Governors and new degree programs must be submitted to the Degree Quality Assessment Board (DQAB).

~~The EPC will receive all Category I changes (as defined by Senate) and will report these changes to Senate.~~

~~The EPC will receive all Category II changes (as defined by Senate) and assess the proposals. All approved proposals will be reported to Senate.~~

~~The EPC will receive all Category III changes (as defined by Senate) and assess these proposals. All proposals recommended for approval by EPC will be forwarded to the Academic Planning and Priority Committee (APPC).~~

~~The APPC will receive all Category III changes (as defined by Senate) and assess these proposals, in consultation with the Budget Committee of Senate. All proposals recommended for approval by APPC will be forwarded to Senate.~~

Senate will approve the curricular governance processes to ensure that all curricular proposals are reviewed for quality assurance, strategic alignment and resource priorities.

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This policy does not apply to matters under the Program Reductions and Eliminations policy BRD 8-4.

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

REGULATIONS

Undergraduate and Access courses and programs, as defined in Educational Standards in Courses and Programs ED 8-0, at TRU are developed, proposed, approved, changed and deleted through the curricular governance process.

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1 CURRICULAR GOVERNANCE PROPOSALS AND DEVELOPMENT

1. Course and program development must follow the Educational Standards in Courses and Programs policy ED 8-0 as well as all other relevant policies.
2. Program development must align with the DQAB standards and criteria.
3. Course and program development requirements, including forms, requirements for engagement or consultation on development and content, will be developed by the Office of Mission Fulfilment and Quality Assurance and approved by EPC.
4. All curricular proposals must be approved by the relevant Faculty Council.

~~2. COURSE PROPOSALS~~

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~~To receive educational approval for new courses or course changes for inclusion in the ongoing educational offerings of TRU, proposals must be completed using the New Course or Course Change forms approved by EPC.~~

~~5. PROGRAM PROPOSALS~~

~~To receive educational approval for new programs or program changes for inclusion in the ongoing educational offerings of TRU, proposals must be completed using the New Program or Program Change forms approved by EPC.~~

~~New degree programs, including new majors in existing degrees, may also have to be approved by the Degree Quality Assessment Board (DQAB). DQAB has different submission requirements than EPC, so additional documentation is required.~~

~~Non-degree programs may have to be posted on the Post-Secondary Institutional Proposal System for feedback prior to implementation. The New Program form approved by EPC is posted, so no additional documentation is required.~~

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~~10~~2 ~~DEADLINES AND SCHEDULE OF~~ TIMELINES ~~FOR COURSE AND PROGRAM PROPOSALS~~

1. It is imperative that academic units engage in effective curriculum planning so thorough course/program development and consultation takes place and all service areas have adequate time to prepare for change.

~~1. Important duties of the service areas include:~~

~~i. Domestic and international program promotion and student recruitment;~~

~~ii. Calendar and other promotion materials such as websites and brochures;~~

~~iii. Faculty recruitment and selection;~~

~~iv. Facilities development including library acquisitions;~~

~~v. Student registration;~~

~~vi. Course scheduling; and~~

~~vii. Academic advising and counselling.~~

~~Academic units must also be able to respond rapidly to changing market needs in an increasingly dynamic educational market. To ensure the proper balance between quality and flexibility, EPC requires that:~~

~~i. New Program and Program Change proposals should be submitted to EPC at least 19 months in advance of implementation. New Program and Program Change Proposals should be approved by the Application Date of October 1 for programs beginning in the following academic year.~~

~~ii. New Course and Course Change proposals should be submitted at least six months in advance of the implementation date. New Course and Course Change proposals should be approved by the beginning of the registration period for the semester in which the new course will be offered or the course change becomes effective.~~

2. The Office of Mission Fulfilment and Quality Assurance will develop timelines for curricular governance proposals.

3. EPC may grant provisional approval to curricular governance proposals outside of ~~will allow exceptions to~~ these timelines and processes in exceptional circumstances as long as ~~if it feels that~~ program quality and students' interests will not be jeopardized.

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UNDERGRADUATE CURRICULAR GOVERNANCE

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 08-2
APPROVAL DATE	September 26, 2011
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Provost and Vice President Academic
ADMINISTRATIVE CONTACT	Chair, Educational Programs Committee (EPC)

POLICY

It is the policy of Thompson Rivers University (TRU) Board to ensure that the instructional resources of TRU are used efficiently and effectively to meet the goals and objectives of the institution. This policy outlines how Senate decides whether to advance a new Undergraduate or Access program or program deletion to the Board of Governors for approval as well as provides an orderly process by which proposals regarding Undergraduate and Access courses and programs can be evaluated prior to curricular approval.

Course or program proposals must be approved by the Dean(s), and Faculty Council(s) before submission to the Educational Programs Committee (EPC). New programs and program deletions must be approved by the Board of Governors and new degree programs must be submitted to the Degree Quality Assessment Board (DQAB).

Senate will approve the curricular governance processes to ensure that all curricular proposals are reviewed for quality assurance, strategic alignment and resource priorities.

This policy does not apply to matters under the Program Reductions and Eliminations policy BRD 8-4.

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

REGULATIONS

Undergraduate and Access courses and programs, as defined in Educational Standards in Courses and Programs ED 8-0, at TRU are developed, proposed, approved, changed, and deleted through the curricular governance process.

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1 Curricular Governance Proposals and Development

1. Course and program development must follow the Educational Standards in Courses and Programs policy ED 8-0 as well as all other relevant policies.
2. Program development must align with the DQAB standards and criteria.
3. Course and program development requirements, including forms, requirements for engagement or consultation on development and content, will be developed by the Office of Mission Fulfilment and Quality Assurance and approved by EPC.
4. All curricular proposals must be approved by the relevant Faculty Council.

2 Timelines

1. It is imperative that academic units engage in effective curriculum planning so thorough course/program development and consultation takes place and all service areas have adequate time to prepare for change.
2. The Office of Mission Fulfilment and Quality Assurance will develop timelines for curricular governance proposals.
3. EPC may grant provisional approval to curricular governance proposals outside of the timelines and processes in exceptional circumstances as long as program quality and students' interests will not be jeopardized.

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~~NEW~~ GRADUATE CURRICULAR GOVERNANCE~~PROGRAM~~

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 08-5
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Provost and Vice President Academic~~Associate Vice-President, Research and Graduate Studies~~
ADMINISTRATIVE CONTACT	~~(TBD)~~Chair, Graduate Studies Committee (GSC)

POLICY

It is the policy of Thompson Rivers University (TRU) Board to ensure that the instructional resources of TRU are used efficiently and effectively to meet the goals and objectives of the institution. This policy outlines how ~~The criteria outlined in this policy are to be used by~~ Senate ~~in~~ decid~~esing~~ whether to advance a new graduate program, or a graduate program deletion, to the Board of Governors for approval as well as provides an orderly process by which proposals regarding graduate courses and programs can be evaluated prior to curricular approval.

Course or program proposals must be approved by the Dean(s), and Faculty Council(s) before submission to the Graduate Studies Committee (GSC).

New programs and program deletions must be approved by the Board of Governors ~~and new degree programs must be submitted to the Degree Quality Assessment Board~~ (DQAB).

~~In order to maximize the reputation of TRU's graduate programs we are committed to ensuring that new graduate programs: build on existing research strengths; are feasible, viable and sustainable; share courses and faculty members with other programs wherever possible and desired; facilitate cross disciplinary studies; and support the mission, values and goals of Thompson Rivers University.~~Senate will approve processes for the approval of curricular proposals to ensure they are reviewed for quality assurance, strategic alignment and resource priorities.

This policy does not apply to matters under the Program Reductions and Eliminations policy BRD 8-4.

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

REGULATIONS

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Graduate courses and programs at TRU are developed, proposed, approved, changed, and deleted through the curricular governance process.

1 CURRICULAR GOVERNANCE PROPOSALS AND DEVELOPMENT

1. Course and program development must follow the Educational Standards in Courses and Programs policy ED 8-0 as well as all other relevant policies.
2. Program development must align with the DQAB standards and criteria.
3. Course and program development requirements, including forms, requirements for engagement or consultation on development and content, will be developed by the Office of Mission Fulfilment and Quality Assurance and approved by GSC.
4. All curriculum proposals must be approved by the relevant Faculty Council.

2 TIMELINES

1. It is imperative that academic units engage in effective curriculum planning so thorough course/program development and consultation takes place and all service areas have adequate time to prepare for change.
2. The Office of Mission Fulfilment and Quality Assurance will develop timelines for curricular governance proposals.
3. GSC may grant provisional approval to curricular governance proposals outside of the timelines and processes in exceptional circumstances as long as program quality and students' interests will not be jeopardized.

~~1. Proposal presentations should follow Degree Quality Assessment Board (DQAB) format.~~

~~2. When considering new graduate programs for approval the following criteria will be assessed by the Graduate Studies Committee of Senate. The Graduate Studies Committee will prepare a synopsis of its evaluation of these criteria in making its recommendation for approval to the Academic Planning and Priorities Committee (APPC) and then Senate.~~

~~3. Criteria~~

~~**A. Program Description**~~

~~*(Program is clearly articulated, there is a clear justification for adding this program to the offerings at TRU, and the program supports academic plans.)*~~

~~1) The **name** is appropriate and conveys the meaning and content of the degree.~~

~~2) The **mission and goals** of the proposed graduate program are clearly defined, including how the proposed program supports the mission, values and goals of TRU, the TRU Strategic Research Plan, the Academic Plan and the TRU Strategic Research.~~

~~3) The **academic rationale** for offering this program at TRU, including evidence for how this program builds on areas of existing institutional strengths in teaching, research and scholarship, including synergies with Research Centres (see Policy BRD21-0).~~

~~4) Program **outcome/s** are clear, including:~~

~~a. The purpose of the program, key objectives and key outcomes.~~

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~~b. Is the program is designed to prepare students for the workforce and/or for more advanced academic studies?~~
~~c. The curriculum as presented clearly meet the articulated outcome/s.~~
~~d. Any special requirements for accreditation, registration, certification, etc. are stated and evidence is included that the proposed program meets those requirements.~~
~~5) The **curriculum** is clear and feasible including:~~
~~a. Providing evidence for synergies with other graduate programs.~~
~~b. Providing evidence for ways in which the proposed program enhances the undergraduate curriculum.~~
~~6) The potential **student body** is clearly defined in terms of:~~
~~a. Numbers;~~
~~b. Demographics;~~
~~c. Admission criteria;~~
~~d. Anticipated contribution of the student body to stimulating the academic environment and research culture at TRU.~~
~~7) **Other model programs.**~~
~~The proposal should identify three other similar graduate programs, as applicable, regarded as excellent that would be comparable to the proposed program, or that represent a standard the proposed program should strive to achieve, and indicate:~~
~~a. How the proposed program would develop a similar reputation within 5 years (including a plan for achieving and identifying excellence).~~
~~b. Ways in which the proposed program distinguishes itself from the competition (Why would students come to the TRU program rather than go to a similar program elsewhere?).~~
~~8) The contribution of the proposed program to the TRU academic environment, including:~~
~~a. Contribution to other fields of study at the graduate and upper level/honours undergraduate programs at TRU.~~
~~b. Ways in which the proposed program:~~
~~i. detracts from the ability of TRU to offer other programs.~~
~~ii. competes or conflicts with (an) existing program(s) at TRU (and an indication of whether the impact is totally considered and acceptable).~~
~~iii. may lead to reductions in existing TRU programs in order to meet workload and resource requirements of the new program.~~
~~**B. Assessment of need by the public, student demand (local, national, international), and institutional priority**~~
~~1) How was the need assessed? What resources were consulted to determine student need/demand? Was there a **market analysis** conducted?~~
~~2) What is the anticipated **duration of the demand**, and what is the basis for the estimate?~~
~~3) Is there evidence that potential employers will recognize the degree such that it contributes to the professional advancement of the graduate?~~
~~4) If the program is primarily designed to lead to doctoral studies, is there clear evidence that graduates of this program would meet the entrance requirements of those doctoral programs?~~
~~5) Does the proposal provide clear evidence that it meets a public need and student demand for some or all of the following **specific audiences**?~~
~~a. Is this program primarily designed to cater to TRU graduates?~~

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~~b. Is the program is primarily designed to meet a local demand, and if there is a pent-up demand because the program was lacking, how long will it be before the local audience is exhausted and what plans are in place to recruit students more broadly?~~
~~c. Is the program designed to meet a national demand, and if so, is there clear justification for why students would be attracted to the TRU program rather than going elsewhere.~~
~~d. Is the program designed to meet an international demand and has TRU-World has been consulted and provided a letter of support stating such?~~
~~e. Is the program designed for a more traditional student body; current professionals who will continue working while upgrading their education; people with considerable workplace experience?~~
~~6) The program clearly defines the **demographics** of the anticipated student body and the methods of program delivery clearly meet the expectations and requirements of the potential student body in terms of:~~
~~a. The approach (professional program -- mostly advanced coursework versus thesis-based program) consistent with the requirements and the expectations of potential students.~~
~~b. The mode of delivery and timetable are articulated with evidence that it meets the requirements of the proposed student body (distance learning, evening courses, weekend courses on and off campus, summer institutes, direct to client video conferencing, shared classroom environments, etc.)~~
~~7) Who are the **potential employers** or doctoral degree programs and have they been consulted? Is there an advisory committee?~~
~~**C. Institutional capacity to offer the program and sustainability of the program**~~
~~1) Evidence is provided of consultation and support by relevant academic units and faculty councils.~~
~~2) Is there a good fit with other graduate programs and an opportunity to share graduate and advanced undergraduate courses across the discipline offered?~~
~~3) What is the capacity of the program: numbers of faculty offering course and supervising students/year, number of students the program can sustain on an annual basis?~~
~~4) **Faculty and Staffing**~~
~~a. There is evidence that there is a critical mass of faculty available and qualified to initiate the program (given the anticipated demand and estimated student body) who are actively engaged in research and scholarship relevant to the program.~~
~~b. There is commitment, if appropriate, to hiring additional faculty in later years.~~
~~c. There is evidence that the faculty in aggregate have the necessary experience and research activity to offer and sustain the program, including evidence that faculty members meet the criteria for Full Graduate Instructor/Supervision. (The CVs of faculty participants should be included with the program proposal, along with a suggested level of participation as per the criteria approved by Senate. www.tru.ca/senate/minutes.html)~~
~~d. There is evidence that the faculty will provide opportunities for scholarship at the frontier of inquiry in the discipline.~~
~~e. There is evidence that faculty will be teaching in their area of expertise, which is appropriate to graduate-level instruction.~~
~~f. There is evidence that faculty workloads are considered to ensure appropriate time for faculty to teach in the graduate program, maintain a high level of scholarship, and advise student research projects/theses.~~

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~~g. There is evidence that other support staffing is identified, adequate and available to offer the program.~~

~~5) **Facilities**~~

~~a. The proposal provides evidence that classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary for the proposed program is sufficient to initiate the program.~~

~~b. The proposal provides evidence that necessary and sufficient equipment to initiate the program is available.~~

~~6) **Library and Research Resources**~~

~~The proposal provides evidence that library resources are sufficient to initiate the program as verified by the TRU Director of Libraries describing the materials available to support this proposed new degree program, along with a letter from the Dean committing to enhancing those resources.~~

~~7) **Scholarships, Research Assistantships, and Teaching Assistantships**~~

~~The proposal provides evidence that, if appropriate, scholarships, and graduate assistantships are sufficient to initiate the program.~~

~~8) **Internships**~~

~~The proposal provides evidence that, if appropriate, clinical and internship sites have been arranged.~~

~~9) **Recruiting**~~

~~Based on the defined potential student body, what plans are in place to recruit students and what resources are required for recruiting students?~~

~~10) **Finances**~~

~~a. The proposal provides a complete and reasonable budget for the program that is supported in the text of the proposal.~~

~~b. A financial analysis considers price comparison among other similar programs that are considered to be program competitors.~~

~~c. Program income and expenses are clearly outlined and it can be demonstrated that the program is financially viable in the short term and sustainable in the long term.~~

~~**D. Program Administration**~~

~~1) Is the Graduate Program Committee identified with an interim Chair?~~

~~2) Alumni: How does the proposal propose to follow up with graduates to assess long-term career success and develop continued graduate loyalty?~~

~~**E. Curriculum Standards and Ongoing Program Assessment (includes DQAB Standards)**~~

~~1) There is a complete description and justification for degree requirements including the duration of the program, core course work and electives, thesis requirements, examination requirements, and residency requirements.~~

~~2) The proposal provides the following details of curriculum:~~

~~a. Depth and breadth of knowledge, including a systematic understanding of knowledge and a critical awareness of inquires that are at the forefront of the discipline, and informed by current research.~~

~~b. Development of methodological competencies including research methods, problem solving, critical thinking, and originality in the application of knowledge.~~

~~c. A syllabus for each course that includes a course number, title, description, credit hours, prerequisites, and potential instructor/s.~~

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~~d. Anticipated sequencing of courses and a clear description of the capstone experience (thesis proposal, comprehensive exam, oral exam, thesis defense, composition of thesis committee).~~

~~3) Potential thesis supervisors are identified along with a one paragraph statement describing their research program, and listing potential research projects for graduate students, and their funding sources.~~

~~4) There is clear evidence that the curriculum is comparable to respected, high quality programs offered elsewhere.~~

~~5) Student research and scholarship outcomes are clearly articulated.~~

~~6) Student outcomes are clearly identified, along with a set of generic skills the program aims to develop, and an indication of how those skills will be developed such as research methods, critical thinking, problem solving, communication skills, initiative, responsibility, research integrity, decision-making in complex situations, intellectual independence, etc.~~

~~7) The proposal identifies clear plans for ongoing program assessment that includes an assessment of student outcomes.~~

~~8) Program suspension and/or closure conditions are specified.~~

~~9) Have external reviewers been consulted?~~

~~**F. General**~~

~~1) Does the program name, quality and standard enhance the reputation of TRU as a university?~~

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GRADUATE CURRICULAR GOVERNANCE

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 08-5
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Provost and Vice President Academic
ADMINISTRATIVE CONTACT	Chair, Graduate Studies Committee (GSC)

POLICY

It is the policy of Thompson Rivers University (TRU) Board to ensure that the instructional resources of TRU are used efficiently and effectively to meet the goals and objectives of the institution. This policy outlines how Senate decides whether to advance a new graduate program, or a graduate program deletion, to the Board of Governors for approval as well as provides an orderly process by which proposals regarding graduate courses and programs can be evaluated prior to curricular approval.

Course or program proposals must be approved by the Dean(s), and Faculty Council(s) before submission to the Graduate Studies Committee (GSC). New programs and program deletions must be approved by the Board of Governors and new degree programs must be submitted to the Degree Quality Assessment Board (DQAB).

Senate will approve processes for the approval of curricular proposals to ensure they are reviewed for quality assurance, strategic alignment and resource priorities.

This policy does not apply to matters under the Program Reductions and Eliminations policy BRD 8-4.

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

REGULATIONS

Graduate courses and programs at TRU are developed, proposed, approved, changed,and deleted through the curricular governance process.

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1 CURRICULAR GOVERNANCE PROPOSALS AND DEVELOPMENT

1. Course and program development must follow the Educational Standards in Courses and Programs policy ED 8-0 as well as all other relevant policies.
2. Program development must align with the DQAB standards and criteria.
3. Course and program development requirements, including forms, requirements for engagement or consultation on development and content, will be developed by the Office of Mission Fulfilment and Quality Assurance and approved by GSC.
4. All curriculum proposals must be approved by the relevant Faculty Council.

2 TIMELINES

1. It is imperative that academic units engage in effective curriculum planning so thorough course/program development and consultation takes place and all service areas have adequate time to prepare for change.
2. The Office of Mission Fulfilment and Quality Assurance will develop timelines for curricular governance proposals.
3. GSC may grant provisional approval to curricular governance proposals outside of the timelines and processes in exceptional circumstances as long as program quality and students' interests will not be jeopardized.

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Notice of Deletion

For deletion:

- Policy ED 16-0 Types of Undergraduate and Graduate Credentials
- Policy ED 2-1 Special Courses

Rationale:

Policy content has been redistributed and consolidated within other policies through revision project, including revised:

- ED 8-0 Educational Standards in Credit Courses and Programs
- ED 8-2 Undergraduate Curricular Governance
- ED 8-5 Graduate Curricular Governance

SPECIAL COURSES

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 02-1
APPROVAL DATE	January 26, 2015
AUTHORITY	Senate
CATEGORY	Educational
PRIMARY CONTACT	Appropriate Dean
ADMINISTRATIVE CONTACT	(TBD)

POLICY

The University recognizes that student learning can be enhanced by providing students the opportunity to go beyond the usual curriculum thereby enriching a program of study. Three methods through which such enhancements may occur are Selected Topics courses, Directed Studies courses, and SERV courses.

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REGULATIONS

1. SELECTED TOPICS COURSES

1.1. Selected Topics courses contain content that varies from year to year and/or from instructor to instructor. The variability in content is sufficiently large that it would be appropriate for students to gain credit for taking multiple 'versions' of this course. These courses may also be used to offer instruction in a specialised area that is only possible due to the presence of short-term/visiting faculty.

1.2. These courses are identified in the calendar in the form of a 'shell' that defines the broad field of study with titles such as 'Selected Topics in …' or 'Topics in …' or 'Studies in …' or Special Topics in …" Academic approval of the 'shell' will follow Policy ED 8-2 Undergraduate Course and Program Approvals or the graduate course and program approval process.

1.3. Given that students may be able to receive credit for multiple versions of a Selected Topics Course, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is by the department Chair and Dean.

1.4. Individual programs may choose to limit the number of credits a student may accumulate from Selected Topics courses.

2. DIRECTED STUDIES COURSES

2.1. Directed Studies courses - are offered to small groups of students only.

2.2. These courses are identified in the calendar in the form of a 'shell' titled 'Directed Studies'. Academic approval of the 'shell' will follow Policy ED 8-2 Undergraduate Course and Program Approvals or the graduate course and program approval process.

2.3. Given that students may be able to receive credit for multiple Directed Studies courses, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the faculty/school as indicated in 2.4 below.

2.4. After consulting with the proposed faculty supervisor or OL Program Coordinator, the student or instructor must submit a description of the course or project on the Directed Studies form to the Department Chair and/or OL Program Coordinator and subsequently to the Dean (or Dean's designate) for approval. The description of the course or project will include a topic or project title (the subtitle which will appear on the transcript), a list of learning outcomes, major content or task areas, a list of resources to be used (text, bibliography, etc.), a method of evaluation, a supervision schedule, a start date, and a completion date.

2.5. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA, fourth-year standing) for Directed Studies courses in their area.

2.6. Students register for Directed Studies courses following the usual registration procedures by providing a copy of the approved Directed Studies form at registration.

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

3. SERV COURSES

The University supports the use of experiential learning in all programs, and as such, the regulations that follow are not intended to restrict the use of experiential learning in regular course offerings at the University. The intent of these regulations is to outline the use of the acronym SERV (Service Learning) at TRU.

3.1. SERV courses provide a venue for students to share their knowledge and skills with the community and to acquire new knowledge and skills through approved community-based projects. To be eligible to receive SERV credit, the student's service learning must demonstrate civic participation and community involvement, and must require some measure of formal critical reflection; in addition, the project must involve students (normally 3 - 5 hours per week) in organized community service that addresses local needs. These courses are titled SERV and are not part of a standard program of study, nor are they offered on a regular cycle; otherwise the course would be given a discipline specific acronym.

3.2. SERV courses are offered to small groups of students only (normally no more than five students at any time).

3.3. These courses are identified in the calendar in the form of a 'shell' with the acronym SERV and the title "Service Learning". Academic approval is required for

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each faculty/school that intends to offer the 'shell' according to Policy ED 8-2 Undergraduate Course and Program Approvals.

3.4. Given that students may be able to receive credit for multiple SERV courses, such a course will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the faculty/school, as indicated in 3.6. below.

3.5. Students must have the agreement of a TRU faculty member who will supervise and support the individualized/group learning project.

3.6. Service learning projects may be initiated by students; by community members, groups, agencies, and organizations; or by faculty. For the project to qualify for service learning credit, a faculty member must first authorize the course and then agree to supervise, support, and evaluate the project. The Service Learning Form, which describes the SERV course, must be approved by the supervising faculty member, the Chair, and the Dean (or Dean's designate). The description of the course will include, at a minimum, the sub-title of the course, a list of learning outcomes, a method of evaluation, a supervision schedule, a start date, and a completion date.

3.7. Students registering for SERV courses follow the usual registration procedures by providing a copy of the approved Service Learning form at registration.

3.8. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA) for SERV courses in their area.

3.9. SERV courses normally carry elective credit, although, with departmental approval, courses that are directly related to the student's program of study may be used to satisfy Major requirements.

3.10. Students may take up to twelve credits of SERV toward their degrees. Individual programs may choose to further restrict the number and level of credits a student may accumulate from SERV courses.

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TYPES OF UNDERGRADUATE AND GRADUATE CREDENTIALS

THOMPSON RIVERS UNIVERSITY
805 TRU Way
Kamloops, BC V2C 0C8
tru.ca

POLICY NUMBER	ED 16-0
APPROVAL DATE	April 24, 2023
AUTHORITY	Senate/Planning Council for Open Learning
CATEGORY	Educational
PRIMARY CONTACT	Registrar / Deans
ADMINISTRATIVE CONTACT	(TBD)

POLICY

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Thompson Rivers University (TRU) offers programs of study leading to undergraduate certificates, diplomas, and degrees; post-baccalaureate certificates and diplomas; and graduate certificates, diplomas, and degrees. This policy is intended to set minimum requirements for credentials. Individual programs may set higher requirements.

1. **Undergraduate certificates** comprise less than 60 credits and generally involve in-depth study in a specific discipline. Students may, upon completion, continue their studies in order to pursue an undergraduate diploma and/or a baccalaureate degree.

2. **Undergraduate diplomas** comprise 60 to 119 credits and generally involve in- depth study in a specific discipline. Students may, upon completion, continue their studies in upper-level work in order to pursue a baccalaureate degree.

3. **Associate degrees** are undergraduate credentials comprising of 60 to 119 credits and generally involve a broad range of course offerings balanced with in-depth study in a specific discipline. Students may, upon completion, continue their studies in upper-level work in order to pursue a baccalaureate degree.

4. **Advanced certificates and diplomas** require students to have completed an undergraduate diploma or associate degree prior to entry to the advanced certificate or diploma program. Advanced certificates and diplomas are normally characterized by in-depth study in specific disciplines.

    a. Advanced certificates are awarded for the completion of a diploma (or equivalent) and up to 15 additional undergraduate credits,

    b. Advanced diplomas are awarded for the successful completion of a diploma (or equivalent) and 16 or more additional undergraduate credits.

5. **Baccalaureate degrees** are comprised of a minimum 120 credits and incorporate the TRU institutional learning outcomes into the program of study. There are two types of Baccalaureate degrees:

    a. First-year Entry which generally takes one of three forms:

i. A combination of lower-level breadth requirements as a prerequisite for more specific discipline- and theme-based study at the upper level,

ii. A largely prescribed curriculum at both the lower and upper levels for specific discipline- or theme-based study,

iii. A general program featuring an interdisciplinary combination of courses at the lower and upper levels.

b. Delayed Entry which usually focuses on preparing students for entry into a profession or occupational field and require the following:

i. Cumulative credits are undergraduate credits required for admission plus credits required to complete the degree.

ii. A minimum of 30 prior university undergraduate credit for admission.

6. **Post-baccalaureate certificates** require students to already hold a baccalaureate degree and are composed of a maximum of 30 additional undergraduate credits in a specific area of study.

7. **Post-baccalaureate diplomas** require students to already hold a baccalaureate degree and are composed of a minimum of 31 additional undergraduate credits in a specific area of study.

8. **Graduate certificates** comprise graduate coursework and will typically have 25% or fewer credits than a Master's degree offered in the same discipline. Students may, upon successful completion, continue their studies in order to pursue a graduate diploma and/or degree, where available.

9. **Graduate diplomas** comprise graduate coursework and will typically have between 25% and 50% the number of credits of a Master's degree in the same discipline. Students may, upon successful completion, continue their studies in order to pursue a graduate degree, where available.

10. **Master's degrees** comprise graduate coursework and will typically require the equivalent of at least 4 semesters of full-time studies to complete. Master's degrees may be course based, course and project based, or course and thesis based.

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REGULATIONS

1. ASSOCIATE DEGREES

For detailed information about Associate Degree requirements consult the BC Transfer Guide: http://www.bctransferguide.ca/associate/requirements/

2. BACCALAUREATE DEGREES

All TRU baccalaureate degrees require the completion of at least 120 credits, and must include:

i. general education credits as outlined in the Senate approved TRU General Education model; and,

ii. a minimum of 45 credits at the upper level (in this policy, "upper level" means 3000- or 4000-level courses).

Specific degrees may require more than 120 credits overall and/or more than 45 upper-level credits. Degrees may be general or may include the elements listed in 1), 2), and/or 3) below.

1) MAJORS, MINORS, THEMATIC OPTIONS, CONCENTRATIONS, AND CO-OPERATIVE EDUCATION WITHIN DEGREES AND HONOURS DEGREES

a. **Major**: Consists of a minimum of 24 credits in a specific discipline or defined cross- disciplinary area with a minimum of 15 credits at the upper level. A major must be declared prior to the completion of 60 credits, unless otherwise stated by the program.

b. **Minor**: Consists of a minimum of 9 upper-level credits in a specific discipline. A minor must be declared no later than the commencement of the final semester of study. Unless stated otherwise by program guidelines, students may complete any TRU Minor regardless of the degree they are pursuing provided they are approved by the Dean (or designate) of their academic unit.

c. **Thematic Option**: Consists of a minimum of 24 credits in an approved interdisciplinary thematic area with 15 credits at the upper level. A thematic option should be declared prior to the completion of 60 credits, unless otherwise stated by the program

d. **Concentration**: Consists of a minimum of 12 upper-level credits in a specific discipline or defined cross-disciplinary area. A concentration may accompany a declared major or be independent of a major. A concentration should be declared prior to the commencement of the final semester of study.

e. **Co-operative Education** integrates a student's academic studies with paid work experience in approved employment opportunities. Students gain experience in a field related to their program according to the following criteria:

i. Co-op work terms are developed and approved by TRU.

ii. The student is engaged in productive and meaningful work.

iii. The student's performance in the co-op work term is monitored by TRU.

iv. The student's performance in the co-op work term is supervised and evaluated by the employer and the co-op faculty.

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f. **Multiple Majors, Minors, Concentrations, Thematic Options, or Combinations of the Above** are allowed in some degrees. To qualify for a double major or a double concentration, both majors and concentrations must be offered by the same degree program; otherwise, it is a multiple program (see 3. below). A degree with a double major, double minor, double concentration, double thematic option, or any combination of majors, minors, concentrations, or thematic options requires the satisfactory completion of all requirements of each of the individual majors, minors, concentrations, or thematic options.

2) HONOURS DEGREE

a. An honours degree requires the completion of a minimum of 120 credits. Of these, a minimum of 9 additional credits, beyond the number required in the non-honours option of the program, must be at the upper level.

b. Students must have a 'B' average in relevant university courses (relevant as defined by the program) upon admittance to an honours program and must maintain a cumulative grade point average (GPA) of 3.00 in their final 60 credits. Individual programs may have additional, or stricter, standards than those mentioned above.

3) MULTIPLE PROGRAMS occur when students undertake more than one certificate, diploma or degree with the University. When students undertake multiple specializations within a single degree, they are considered double majors, minors, or concentrations (see 2 (1) (f) above).

i. Multiple programs require the satisfactory completion of all requirements of each of the individual programs.

ii. Multiple programs may be completed either concurrently or sequentially.

iii. Graduating multiple program students will receive one credential for each of the programs. The credentials awarded to multiple program graduates will not differ from those awarded to graduates of the corresponding single credential programs.

iv. A minimum of 6 additional credits will be required for a dual certificate program.

v. A minimum of 15 additional credits will be required for a dual diploma program.

vi. A minimum of 30 additional credits will be required for a dual degree program.

3. RESIDENCY

All credentials must meet the University's residency requirements as per policy ED 8-0 Educational Standards in Credit Courses and Programs.

4. TRANSCRIPT NOTATION

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

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Strategic Internationalization Plan 2025-2035

July, 2026

Progress Report Year 1

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Introduction

Approved by the Thompson Rivers University (TRU) Board of Governors (BOG) in March 2025, the Strategic Internationalization Plan (SIP) 2025–2035 advances TRU's commitment to being a leader in dynamic internationalization and global engagement. Grounded in more than 40 years of excellence in international education, the plan signals a continued shift toward positioning TRU among top-rated universities for global engagement. The SIP provides clear direction to strengthen and advance this leadership.

The plan's five goals strategically support the university's vision of being "community-minded with a global conscience," by:

- Empowering TRU community to be globally conscious,
- Providing exceptional support for international learners,
- Strengthening partnerships with Tk'emlúps te Secwépemc and T'exelc,
- Creating spaces for cultural connection & lifelong relationships, and
- Leading in addressing global challenges through education & scholarship.

Together, these key dimensions strengthen TRU's global reputation and advance the institutional goal of becoming a leading dual-sector research university. To support progress on the SIP, the Senate International Affairs Committee (SIAC) established a working group to advise on SIP strategies, metrics, data collection and progress reporting.

Informed by the work of this group and contributions from the broader TRU community, this progress report outlines advancement of SIP during the first year of SIP implementation. While the university continues to navigate significant financial pressures, uncertainty surrounding international enrolment, and broader shifts across the post-secondary sector, coordinated planning remains essential to sustaining momentum. This report highlights the key strategies, indicators, and lessons learned between March 2025 and June 2026 while reaffirming TRU's ongoing commitment to its SIP goals and internationalization efforts. The working group extends its appreciation to all contributors for their valuable input and support.



Year at a Glance

- **Global learning is deeply rooted at TRU**: International, intercultural and place-based perspectives are increasingly embedded across teaching, research, and student supports. This was demonstrated through the *Global Horizons* event, which showcased faculty leadership in multilingual research, decolonizing pedagogies, field schools, and Collaborative Online International Learning (COIL) enhanced course design.

- **Internationalization is increasingly being grounded in Secwépemcúl'ecw**: Prearrival programming, orientation, staff training, and student learning continue to integrate Secwépemc history, culture, and land-based perspectives. This was demonstrated through courses such as *Privileging Indigenous Oral Traditions and Storywork*, where students learned directly from Knowledge Keepers and new international collaborations focused on Indigenization.

- **Enhancements to international learner support**: Improvements across pre-departure and pre-arrival processes, academic and personal supports, flexible learning options, and employment resources strengthened service consistency. This was illustrated by the launch of *AI Navigator*, which expands access to employment tools for international students.

- **Strengthened global partnerships and leadership**: TRU expanded international collaborations, hosted globally focused events, and received recognition for sustainability and international education. This was exemplified by the *Indo-Pacific Security Conference*, which convened global partners to address shared challenges such as climate change and cybersecurity.



Reporting Context and Limitations

Data collection and reporting
The data collection and reporting processes supporting the Strategic Internationalization Plan are still evolving. The completeness of the information presented depends on data availability and contributions from across the TRU community. As these processes mature, future reports will provide a more comprehensive picture of implementation and progress. For now, this report aims to capture and reflect the information currently available, recognizing that it may not represent the full scope of activities and outcomes across the institution.

Institutional context
TRU is undergoing significant institutional changes in pursuit of long-term financial sustainability. These changes influence the implementation of the SIP and progress toward its goals and objectives. While this report acknowledges their impact, a comprehensive assessment of these changes is beyond its scope.

It is also important to recognize that institutional decisions are made within broader strategic, operational, and budgetary contexts and may not always be driven by SIP priorities. Progress reported here should therefore be considered within this broader institutional environment.



Message from the President

Imagine a global community that comes together in one place, welcoming diversity and recognizing bold, shared aspirations for family, home and careers. A community that fosters peace and innovation. Imagine a university committed to being that place: a home for ambition from around the world, and a university that welcomes the world to Interior B.C.

That university is Thompson Rivers University (TRU).

Internationalization is fundamental to Thompson Rivers University's identity and direction. For decades, peoples from across the world have come to TRU to teach, learn, conduct research and engage locally, nationally and globally. We have a plan that purposefully guides us. The Strategic Internationalization Plan positions internationalization at the core of our university's definition of academic excellence and student success. We are committed to being engaged and globally minded.

In its first year, our planning has shown progress in internationalization efforts across the university. Faculties and units are advancing globally informed curricula, enhancing supports for international students, deepening partnerships, and expanding research and transnational education initiatives. These efforts reflect genuine momentum for pan-institutional international experience and engagement. This matters more than ever in our changing global context.

This work is closely aligned with our vision for a future TRU. Internationalization supports our commitment to connecting people, ideas and opportunities across our campuses and with partners globally, as well as advances a student-centred approach by creating inclusive, globally enriched learning environments. Internationalization also contributes to reconciliation through respectful and reciprocal relationships, while strengthening use-inspired research that addresses complex challenges facing our communities.

This Year One report highlights early achievements and sets a clear path for the work ahead. It demonstrates how strategic internationalization strengthens TRU's role as a university that is locally grounded and globally connected, and how it continues to support our long-term vision and priorities.

My thanks to all who believe in forging international community, learning, research and leadership. Our world is right here and needs our bold ambitions for the future we build together.

Merci. Kukwstsétselp.

Dr. Airini
President and Vice-Chancellor

Principles of internationalization at Thompson Rivers University

The development of the Strategic Internationalization Plan has been rooted in TRU's vision statement of being "community-minded with a global conscience" while serving our "regional, national and international learners and their communities through high quality and flexible education, training, research and scholarship," as indicated in TRU's mission statement.

We recognize our role in the world, understanding that by tackling local challenges, TRU can have a global impact. We aspire to develop and share our innovative solutions to inspire progress and drive meaningful change. In addition to being guided by the TRU Vision Statement, the Strategic Internationalization Plan is guided by the following principles:

Situated in the heart of Secwépemc'ulucw, TRU is guided by the wisdom of the Secwépemc community. We are committed to expanding access for and support to students while actively working to dismantle the systemic inequities rooted in our colonial past and present.

We are dedicated to making decisions that honour the rights and opportunities of current and future generations, ensuring sustainable solutions that balance the needs of today's communities with those of tomorrow.

We turn our commitments into actions by ensuring that policies, strategic plans and programs align across the institution and that resources are allocated equitably and effectively.

We are driven by a curiosity to go beyond traditional approaches to internationalization, leveraging our unique position as the only teaching and research-focused university in BC that integrates a trades and technology school, an open learning mandate, and diverse educational modalities. Our expertise enables us to reach and engage diverse learners across Canada and around the world.

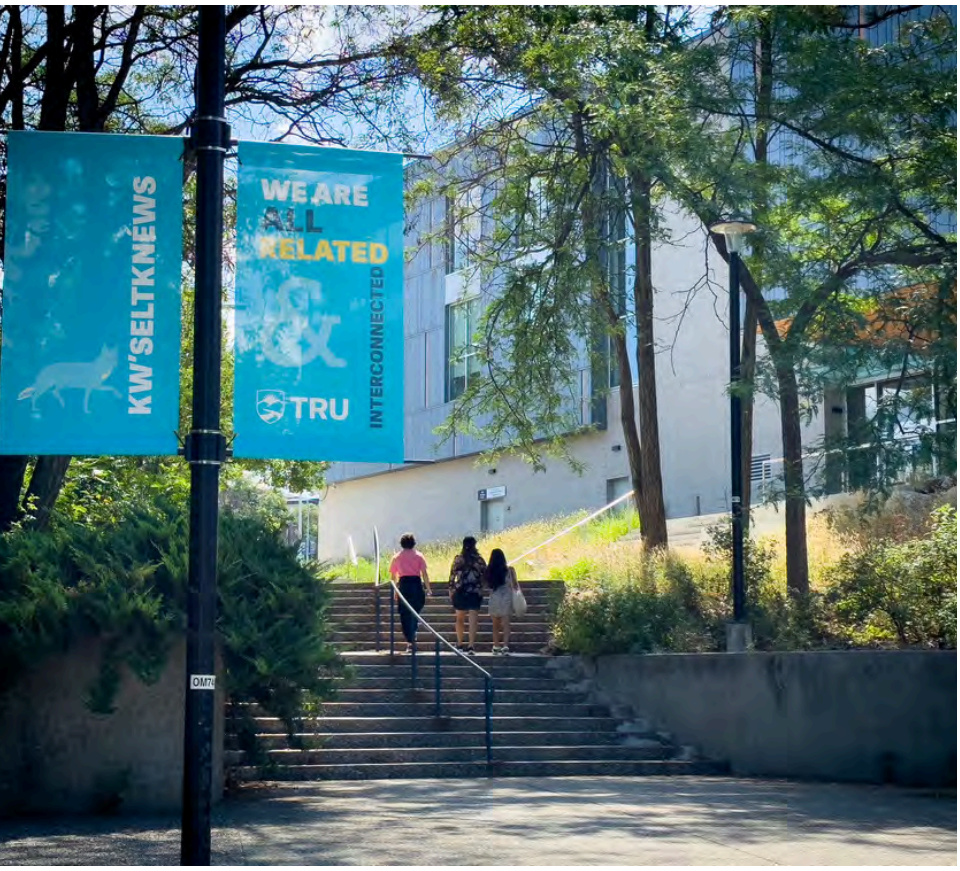




Thompson Rivers University is situated in Secwepemcúl'ecw, the ancestral and unceded lands of the Secwépemc people. We recognize the Tk'emlúps te Secwépemc (Kamloops) and T'éxelc (Williams Lake) communities as the caretakers of these lands and honor their enduring presence, languages, and stories. Our commitment extends to the neighboring territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tŝilhqot'in, Dakelh, and Syilx peoples.




THOMPSON RIVERS UNIVERSITY


KW'SELTKNEWS
WE ARE ALL RELATED
TRU
INTERCONNECTED






Building Connections and Bridging Cultures
From Colombia to Canada: A Bilingual Journey Shaping Education and Belonging
Gloria Ramirez, Ph.D.
Professor
Faculty of Education and Social Work
Thompson Rivers University
Kamloops, BC, Canada

GOAL

To empower members of the TRU community through curricula and support systems to become community-minded and globally conscious through international engagement.

KEY PROGRESS HIGHLIGHTS

In Year One, strategies and activities built on TRU's long-standing leadership in international and intercultural education through faculty innovation, recognition, and applied learning opportunities for students. These efforts reinforced TRU's reputation for globally informed teaching and scholarship.

A key highlight was the *Global Horizons* event, delivered in collaboration with the Centre for Excellence in Learning and Teaching (CELT), which showcased faculty strengths in topics like multilingual research, decolonizing pedagogies, international field schools, and Collaborative Online International Learning (COIL) integration.

TRU-led open education projects also received international recognition, while initiatives such as the *Teachers with International Qualifications* (TWINQ) pilot expanded pathways for internationally trained educators to contribute to rural B.C. classrooms.

CORE STRATEGIC METRICS

1. **Host an annual internationalization showcase in partnership with CELT that highlights faculty contributions, with 80% of participants reporting increased awareness of faculty internationalization expertise.**

Global Horizons event held on November 14, 2025:

40+ faculty members in attendance.

70% reported increased awareness of internationalization projects at TRU

80% reported increased awareness of internationalization opportunities.

All participants believed that they would participate in internationalization activities based on what they learned at the event.

Source: TRU World. (2025). *Global Horizons 2025 Post-event Survey*.

CORE STRATEGIC METRICS

2. **Number of members of TRU Community participating in internationalization activities (e.g., Study Abroad, student exchange, field schools, faculty exchange, Leave for Change, curriculum articulation and mapping)**

101 Study Abroad students total

Study Abroad includes:

- **4** Co-op Abroad
- **36** Exchange
- **1** Research Abroad
- **60** Field Schools (46 domestic; 6 domestic Indigenous; 8 international students)

18 Faculty supporting Field Schools

2 Employees participating in Leave for Change

132 Post-secondary students participated in a short-term exchange in Canada through International Training Center in Summer 2025

TRU World. (2026). *Internal operational data.*

OPERATIONAL/CONTEXTUAL METRICS

3. **International Student Diversity**	TRU welcomed 6, 425 international students from 124 countries, representing 21% of the student body.

Source: Integrated Planning & Effectiveness. *Factbook (FY 2025/26).* Thompson Rivers University

		Intercultural Awareness	Indigenous Knowledges and Ways
4. **Increase the number of students enrolled in courses mapped to local-to-global ILOs.**	**FY 2021/22**	3,099	1,057
	FY 2022/23	3,069	1,014
	FY 2023/24	3,328	1,111
	FY 2024/25	3,300	1,145
	FY 2025/26	3,471	1,407

Source: Integrated Planning & Effectiveness. (2026). *Course Enrolments Trends.* Thompson Rivers University.

OPERATIONAL/CONTEXTUAL METRICS

5. **Number of students graduating with global competency certification.**	**FY 2021/22**	9
	FY 2022/23	11
	FY 2023/24	14
	FY 2024/25	13
	FY 2025/26	16
Source: Integrated Planning & Effectiveness. (2026). *Credentials Awarded*. Thompson Rivers University.		





Objectives

1. INSTILL GLOBAL COMPETENCIES in learners through the institutional learning outcomes to foster a deep sense of social responsibility.

In FY 2025/26, there were 4,878 enrolments in the 86 courses attributed to the local-to-global ILOs, and efforts are underway to establish a repository for COIL courses to enhance student access and instructional support. An example of these ILOs in curriculum included Dr. Salman Kimiagari's lecture, *International Entrepreneurship*, which explored the methods entrepreneurs use to analyze global markets, evaluate opportunities, and adapt strategies across cultural and economic contexts.

Learn more:

- TRU lecture explores how entrepreneurs can think — and act — globally
- Read more about TRU Institutional Learning Outcomes

2. LEAD IN THE DEVELOPMENT and dissemination of innovative teaching and learning practices in higher education to strengthen the reputation of TRU as a hub for global engagement.

TRU demonstrated leadership in innovative pedagogy through global recognition and faculty-driven initiatives, earning international acclaim at the *Open Education Global Awards.* Among the awarded projects were *Utamaduni Bora*, led by Leticia Kanywuiro, which celebrates African heritage, and *Ethical Educational Leadership*, led by Dr. Alana Hoare, Olubukola Bosede Osuntade, and Rumana Patel, which integrates Indigenous perspectives into leadership education. Both projects advance inclusive and culturally relevant open-educational resources that support equity and accessibility.

The *Faculty Learning Community on Inclusive Classrooms*, led by Dr. Wei Yan, advanced inclusive teaching practices that recognize diverse student identities and integrate global and community-minded perspectives into the learning environment.

Faculty leadership in multilingual research, decolonizing pedagogies, international field schools, community-engaged scholarship and partnerships that connect local knowledge with global challenges were showcased at the *Global Horizons* event facilitated by Dr. Wei Yan and TRU World in November 2025. This event also highlighted strategies for integrating COIL into courses, allowing TRU students to engage in virtual international experiences and foster global collaboration without the need for physical travel.

TRU's Interculturalization Awards recognize up to two individual employees and one employee group annually for their contributions to advancing interculturalization through internationalization and/or indigenization. The awards highlight excellence in teaching, scholarly activity, and service that strengthens intercultural understanding and supports TRU's strategic vision for interculturalization. In 2025, the awards were presented to Dr. Gloria Ramirez and Dr. Jenna Woodrow in recognition of their works and contributions.

Learn more:

- TRU celebrates finalists and award winners for advancing open education
- Event highlights TRU faculty leadership in internationalization

3. COLLABORATE WITH FACULTY, staff and learners to reduce barriers to advance participation in internationalization opportunities.

The *Teachers with International Teaching Qualifications* (TWINQ) pilot, led by Dr. Terry Sullivan, Dr. Tory Handford, Glenn Borthistle, Mullai Chinnasamy and Candice Nilsen in the Master of Education program, enabled internationally trained educators to gain classroom experience in British Columbia while helping address teacher shortages in rural communities and fostering intercultural exchange and professional growth. The initiative highlights how internationally trained educators can contribute to local labour market needs while also expanding global learning opportunities for TRU and partner school districts. Building on this focus on internationalization in practice, Dr. Wei Yan facilitated a workshop for faculty on supporting international students, examining how learners navigate the intersection of language, culture, and academic expectations to inform more inclusive classroom environments.

While ongoing efforts continue to make these experiences more inclusive and accessible, FY 2025/26 serves as a benchmark year in which a total of 101 study abroad students participated in a range of international opportunities that enabled them to engage in research and learning abroad.

Learn more:

- MEd pilot connects international teachers to B.C. classrooms
- Award-winning ambassador forever changed by Study Abroad



4. EXPAND GLOBAL RESEARCH opportunities to promote collaborative, research-driven solutions to provide learners with valuable experiences and meaningful international connection.

TRU strengthened Indigenous-focused research partnerships with institutions in New Zealand and Australia, creating new opportunities for collaborative education and research that bring together Indigenous knowledge systems and Western academic approaches. This work was complemented by collaborations with Mexican institutions advanced joint work in education and research and built pathways for future learner involvement in cross-cultural and community-based inquiry.

Global engagement for learners was demonstrated through participation in global research forums, including the work of TRU student Jenna Sims, who advanced to the *International Map the System Competition* at the University of Oxford for her research on systemic issues in B.C.'s primary care system.

TRU's global research contributions were further reflected through the international recognition of Dr. Melba D'Souza, who received an international fellowship in the *Faculty of Nursing and Midwifery at the Royal College of Surgeons* in Ireland.

In Year 2, greater emphasis will be placed on tracking faculty and student international research activity and collaborations.

Learn more:

- Building future TRU abroad: Advancing global partnerships in education and research
- TRU deepens collaborations with Mexico through international education initiatives
- TRU faculty member honoured with international nursing and midwifery fellowship
- TRU student brings B.C. health crisis to global stage





GOAL

To continue providing exceptional support services that ensure academic and personal success of international learners and contribute to the local region and global community.

KEY PROGRESS HIGHLIGHTS

In Year One, TRU strengthened academic and non-academic supports for international learners by increasing faculty awareness of available student supports and services, expanding flexible learning options through contributions to TRUly Flexible, a pan-institutional initiative to make learning accessible and adaptable to fit students' individual needs, and advancing transnational education (TNE) initiatives. Global influence grew through new mobility partnerships, a developing TNE hub in Southeast Asia, and expanded Indigenous-focused partnerships in New Zealand and Australia.

CORE STRATEGIC METRICS

6. **Percentage of students satisfied with International student services.**

Satisfaction with student services:

76% Source: Integrated Planning & Effectiveness. *Student Fall Census 2025*. Thompson Rivers University.

76% Source: Integrated Planning & Effectiveness. *Canadian Bureau for International Canada 2025 (Canadian benchmark: **67%**).* Thompson Rivers University.

Satisfaction with career & employment services:

68% Source: Integrated Planning & Effectiveness. *Student Fall Census 2025*. Thompson Rivers University.

47% Source: Integrated Planning & Effectiveness. *Canadian Bureau for International Canada 2025 (Canadian benchmark: **36%**).* Thompson Rivers University.

QLess metrics are not currently available and are anticipated to be available next year.

CORE STRATEGIC METRICS

7. **Percentage of international students who are employed after graduation from TRU.**	*Percentage of international students who are employed after graduation:* **93%** were working full time **51%** in a job related to their program Source: Integrated Planning & Effectiveness. *Diploma, Associate Degree, and Certificate Survey (DASCO) 2025.* Thompson Rivers University. **97%** were working full time **56%** in a job related to their program Source: Integrated Planning & Effectiveness. *Baccalaureate Graduate Survey (BGS) 2025.* Thompson Rivers University.
8. **Number of TNE partnerships providing TRU courses and programs to international students (examples)**	**14** active TNE partnerships **814** students engaged through the TNE partnerships Source: TRU World. (2026). *Internal operational data.*

OPERATIONAL/CONTEXTUAL METRICS

9. **Economic impact of international students on the region.**	$77.8 million in net sales and $39.5 million in added regional income (the equivalent to 567 jobs).
Source: Integrated Planning & Effectiveness. *TRU Impact Study FY 2023/24*. Thompson Rivers University.	
10. **Economic impact of international alumni on the region.**	$53.3 million
Source: Integrated Planning & Effectiveness. *TRU Impact Study FY 2023/24*. Thompson Rivers University.	

Objectives

1. PROVIDE OUTSTANDING INTERNATIONAL support services to continue to enhance and support the student experience and academic success.

International student support was strengthened through enhanced faculty and career services for students. CELT delivered workshops to increase faculty awareness of academic and personal resources for international learners.

The Career and Experiential Learning (CEL) team implemented *AI Navigator Devant* — a free tool that improves access to employment opportunities, with AI-powered mock interviews and resume-building tools.

In the TRU Fall Student Census, 76% of international students were satisfied with International student services and services. All student emergencies were responded to within 24 hours.

While continually reviewing and working to expand scholarship opportunities for international students, Dr. Oleksandr Kondrashov established a scholarship to support students from Ukraine.

International student awards (TRU World):	262 awards
TRU World Relief Fund:	2 students
Emergency fund for international student:	18 students
Domestic Tuition Support for CUAET Students from Ukraine:	18 students

Source: TRU World. (2026). *Internal operational data.*

2. LEVERAGE TRUly FLEXIBLE to expand access to diverse course modalities for international students, empowering them to meet their educational goals.

Under the leadership of Vice-Provost Open, Learning, Teaching and Innovation, Dr. Liesel Knaack, work is currently underway to redesign and implement flexible delivery and learning modalities to support both international and domestic learners to meet their education goals through course opportunities that align with their learning style and physical location.

Four learning modalities have been identified — in-person, blended, multi-access and online learning — each with one to three variants that form a spectrum of ten delivery options. This framework supports the development of responsive programs and provides students with consistent, transparent information about course expectation and modality.

3. EXPAND THE TRANSNATIONAL EDUCATION opportunities, offering flexible learning options that reach and engage learners across global markets, adapting to their unique needs and local contexts.

Transnational education (TNE) saw advancements throughout British Columbia through partnerships strengthened during Premier Eby's trade mission to Asia. Leaders met with representatives from institutions in Japan, South Korea and Malaysia to establish new student mobility agreements and lay the groundwork for a TNE Hub in Southeast Asia, which could support dual degrees and graduate-level exchanges.

TRU also expanded Indigenous-focused educational partnerships, including collaborations with Te Pūkenga and the University of Waikato in New Zealand and Charles Sturt University in Australia, supporting Indigenous education, research, and community programming.

Learn more:

- Building future TRU abroad: Advancing global partnerships in education and research
- TRU strengthens global partnerships through premier's trade mission to Asia



GOAL

To continue to expand access and supports for internationalization efforts with Tk'emlúps te Secwépemc and T'exelc. Actively work to address and dismantle the systemic inequities rooted in colonial history and their ongoing impacts.

KEY PROGRESS HIGHLIGHTS

Year one saw increased learning opportunities for students, faculty and staff to engage respectfully with the history, cultures and contemporary experiences of Secwépemc Peoples. Through the International Training Centre (ITC), international students continue to be provided opportunities to learn about and engage with Secwépemc history, culture and perspectives, including the impacts of residential schools and reconciliation.

Learning opportunities were further supported through academic courses and faculty research that explored Indigenous knowledge, colonial histories, land rights, economic development and global Indigenous perspectives. Discussions are also underway to establish agreements with Indigenous partner institutions in Australia, New Zealand, Mexico, Columbia and Taiwan.

CORE STRATEGIC METRICS

11. **Number of inbound and outbound Indigenous students participating in internationalization opportunities (testimony and examples)**

6 Indigenous students participated in exchange and field schools

Source: TRU World. (2026). *Internal operational data.*

OPERATIONAL/CONTEXTUAL METRICS

Information and data for the metrics below are provided in the Objectives section

12. **Ensure that all core internationalization programs (orientation, pre-arrival, student services, and intercultural training) embed Secwépemc culture and histories (examples).**
13. **Document and share illustrative examples of internationalization initiatives that meaningfully incorporate Secwépemc culture, perspectives, or partnerships, highlighting depth of engagement and reciprocal learning.**
14. **Collect examples and stories that demonstrate the impact of activities developed in partnership with Tk'emlúps te Secwépemc and Williams Lake First Nation to help dismantle systemic inequities in TRU's internationalization programming.**

Objectives

1. CONTINUE TO EMBED Secwépemc culture and ways of knowing into aspects of TRU's internationalization initiatives.

TRU advanced its commitment to embedding Secwépemc knowledge within internationalization activities by exploring opportunities for TRU World staff to deepen their understanding of Tk'emlúps te Secwépemc history and local protocols. Professional development is now incorporated into ongoing training and prioritized during onboarding to ensure staff have the foundational context to respectfully engage with Indigenous communities.

2. ENHANCE SUPPORT and access for internationalization initiatives that start with the history and impact of colonialism in Secwepemcúl'ecw.

New pre-arrival content introduces international students to the history of Secwépemcúl'ecw and the ongoing impacts of colonialism, providing local Indigenous context for international students before they arrive in the region. This foundation is reinforced during orientation through Indigenization-focused learning that includes Secwépemc history, cultural protocols, and opportunities for reflection.

3. PROMOTE INCLUSIVE DIALOGUE on diverse historical and cultural perspectives about colonial history around the world, enabling members of the TRU community to explore their own backgrounds, build relationships and foster connections.

International students in the *Privileging Indigenous Oral Traditions and Storywork* course, taught by Mukwa Musayett (Dr. Shelly Johnson), learned through circle practice, participated in Secwépemctsín language instruction, and received teachings from Knowledge Keepers. This experience broadened the understanding of Canada's relationship with the many Indigenous communities that have shaped Indigenous peoples' lives including perspectives on healing and restorative practices.

Additionally, Dr. Courtney Mason secured $310,000 from Social Sciences and Humanities Research Council (SSHRC) recognizing his research on land rights, economic development, and ecosystem conservation in Western Canada and New Zealand.

Two Indigenous students from Taiwan engaged with TRU through a government scholarship and spent extensive time engaging with Elders and Indigenous communities in Interior B.C., an experience that contributed to reciprocal learning and prompted discussions within the Taiwanese government about developing ongoing Indigenous-focused partnerships.

Learn more:

- TRU's Courtney Mason receives highest honour from the Royal Society of Canada
- TRU international students reflect on course that immerses them in Indigenous traditions

GOAL

To enhance environments and opportunities to find enriching connections that inspire diverse cultural expressions, individual growth and foster life-long relationships.

KEY PROGRESS HIGHLIGHTS

Opportunities for cultural expression and intercultural dialogue were expanded in Year One through activities like the annual *IDays 2026*, classroom initiatives, and enhanced staff training. Resources such as the *International Student Guide* further connected new international students to the local community.

CORE STRATEGIC METRICS

15. Achieve an average agreement of 80% across all diversity and inclusion modules in Student Fall Census and 75% in NSEE surveys.

76%	All students	*Agreed* that "TRU faculty and staff provide a supportive and inclusive environment regardless of gender, ethnicity, age, sexual orientation, disabilities, or religion."
82%	International Students	
68%	Domestic Students	

Source: Integrated Planning & Effectiveness. *National Survey of Student Engagement (NSSE) 2023*. Thompson Rivers University.

89%	First Year	*Agreed or strongly agreed* that "I feel comfortable being myself at this institution."
93%	Senior Year	
66%	First Year	*Agreed or strongly agreed* that "I feel like part of the community at this institution."
68%	Senior Year	

Source: Integrated Planning & Effectiveness. *Canadian Bureau of International Education (CBIE) 2025.* Thompson Rivers University.

66%	*Agreed or strongly agreed* that "I feel that I belong in the extended (off-campus) community."

Source: Integrated Planning & Effectiveness. *Fall Student Census 2025.* Thompson Rivers University.

OPERATIONAL/CONTEXTUAL METRICS

16. **Examples of how TRU educates faculty, staff to support cultural expression while respecting local protocols**	*Ongoing professional development, more information available in the Objectives section.*
17. **Number of events for community members at IDays 2026**	6
18. **Number of homestay families involved with TRU**	170 (FY 2025-26)

Source: TRU World. (2026). *Internal operational data.*



Objectives

1. PROMOTE COMMUNITY VITALITY by recognizing cultural well-being and supporting the opportunity for members to retain and express their cultural practices, learning and embracing others, while learning and respecting local cultural protocols.

TRU continued to promote community vitality by strengthening opportunities for students, faculty, and staff to engage with diverse practices while learning and respecting local protocols. This included multicultural leadership training to support an inclusive campus environment and training for faculty and staff focused on equity, inclusion, and intercultural learning led by TRU's Intercultural Learning Department and Office of Equity, Diversity, Inclusion and Anti-Racism.

Dr. Oleksandr Kondrashov is developing the *"Welcome to Kamloops"* resource, given ahead of and upon arrival, to help international students understand the cultural landscape of the region and feel supported as they transition to the community.

Learn more:

- Stitching colour, culture and community into every creation

2. STRENGTHEN CULTURAL infrastructure and community participation by creating environments and opportunities where students, staff, faculty, alumni and community members share stories to cultivate intercultural interactions and strengthen cultural infrastructure and community participation.

TRU further fostered spaces where students, faculty, staff, alumni and community members could share stories and engage in intercultural dialogue. Opportunities such as *Indigenous Awareness Week, the National Day for Truth and Reconciliation, IDays*, and community-focused conferences provided members of the TRU community with opportunities to engage with and explore diverse cultural and historical perspectives. These activities complemented classroom initiatives that supported inclusive conversations on identity, culture and social justice.

Learn more:

- TRU international students reflect on course that immerses them in Indigenous traditions



3. BROADEN CONNECTIONS and foster engagement with the wider community in Williams Lake, Kamloops and the surrounding region, with a focus on promoting global engagement and creating more opportunities for connection for all participants.

In March 2026, Thompson Rivers University's annual *IDays* brought together the campus and Kamloops community to celebrate cultural diversity and global connection through a series of interactive events. The Cultural Booths welcomed approximately 190 visitors and the *World Tea Expo* engaged around 350 participants in informal cultural exchange. The *Fashion Show* drew approximately 285 attendees and featured 100 student participants, followed by a student-led afterparty that extended engagement and connection. The week concluded with the *IDays Showcase*, which welcomed approximately 500 visitors for performances of music, dance, and cultural storytelling. Collectively, *IDays 2026* reinforced the value of student-driven, experiential programming in fostering belonging and intercultural understanding.

Learn more:

- TRU invites all to IDays 2025 to celebrate culture and connection







GOAL

To lead the way in cultivating a culture of community-mindedness with a global conscience by sharing educational practices, exchanging knowledge worldwide and taking a proactive role in addressing regional, national and global challenges through education and scholarship.

KEY PROGRESS HIGHLIGHTS

TRU continued to strengthen its long-standing commitment to intercultural community-mindedness and global engagement. Professional development opportunities such as *Working as and with Multicultural Multilingual Faculty* led by Dr. Wei Yan strengthened TRU's leadership in internationalization by leveraging internal expertise and sharing practices to support diverse faculty communities. TRU also expanded global engagement through participation in international networks, supporting international collaborations and mobility. The university also served as a hub for global dialogue by hosting conferences and forums on shared regional and global challenges. The collection of this information will be improved in the coming years.

CORE STRATEGIC METRICS

19. **Inventory of TRU hosted conferences addressing international and global issues.**

Indo-Pacific Security Conference - *Building Resilience: Canada's Engagement with the Indo-Pacific on Non-Traditional Security Threats*	**Focus**: Climate change, cybersecurity, disaster governance, and global security dialogue (TRU Conference Advances Collaboration on Indo-Pacific Security Challenges).
CAPPP symposiums in Sri Lanka and Hong Kong	**Focus**: Food security, resilience, human rights, disaster management and governance. In partnership with University of Colombo (Sri Lanka) and the University of Ruhuna (Sri Lanka).
National Wildfire Resilience Gathering	**Focus***:* Climate adaptation, biodiversity, and Indigenous fire stewardship through international collaboration (National Wildfire Resilience Gathering Fosters Collaboration and Co-creation at TRU)
Global Horizons Event	**Focus**: Multilingual research, decolonizing pedagogies, and COIL integration.
Educating for Tomorrow Conferences	**Focus**: Three conferences that focus on *Ukrainian Values in a Global World*, *Social Work Values in a Global World*, and *First Responders Values in a Global World*.

Source: TRU World, Integrated Planning & Effectiveness. (2026). *Internal operational data.*

OPERATIONAL/CONTEXTUAL METRICS

20. **Number of implemented initiatives within TRU internationalization activities that are in alignment with UN SDGs**	Notable progress toward SDG 11 (Sustainable Cities and Communities), see p. 27. UN SDG Open Educational Resources Fellowship at TRU, see p.27
21. **Number of new programs developed that grow opportunities for international students to study TRU programs**	Master of Engineering Science Health Care Assistant Certificate *(changes to the program length)*
22. **Student outcomes from the academic programs outlined in TRUBold**	*Assessment of outcomes for new programs will require time to generate meaningful evidence. In the interim, early indicators of progress may include first-year enrolment levels and student feedback.*
23. **Become a signatory to the *Climate Action Network for International Educators*.**	*On hold.*

Source: TRU World. (2026). *Internal operational data.*



Objectives

1. ENCOURAGE THE TRU COMMUNITY to collaborate and engage with diverse perspectives to create a positive impact both locally and globally in accordance with the TRU Academic and Research Plans.

By participating in the Premier's trade mission to Asia, TRU reinforced partnerships in Japan, South Korea and Malaysia to expand student mobility and research opportunities. These engagements also supported the development of dual-degree pathways and collaborative research initiatives. Under the leadership of Dr. Robert Hanlon, the *Canada and Asia Pacific Policy Project* (CAPPP) launched a three-year Global Affairs Canada-supported initiative focused on food security, resilience, human rights, disaster management and governance. This included a two-day symposium on *Food Security in Canada–Sri Lanka Relations* with the University of Colombo and a one-day dialogue with the University of Ruhuna in Hong Kong.

On campus, international engagement advanced through hosting of major events such as the *Indo-Pacific Security Conference*, which convened scholars and policymakers to address global challenges including climate change and cybersecurity, and the inaugural *Wildfire Resilience Consortium of Canada (WRCC): Building Foundational Knowledge Gathering*, which included a partnership with Natural Hazards Research Australia on wildfire resilience, Indigenous fire stewardship, and knowledge exchange.

TRU faculty contributed to knowledge exchange through teaching and mobility activities, including Dr. Gloria Ramírez's participation in an *Educational Administration* course at the Universidad de Monterrey and Adina Gray's Block Week seminar on generative AI at Osnabrück University of Applied Sciences in Osnabrück, Germany.

Program changes, including the shift of the *Master of Environmental Economics and Management (MEEM)* to a one-year format, further enhanced accessible, career-oriented opportunities for international students.

This year, TRU established a central coordination point to streamline access and support for research opportunities, including the *Mitacs* program, which has grown from 11 to 25 students for Summer 2026 and is expected to reach 30 participants across Engineering, Mathematics and Statistics, Social Work and Human Services, and Biology. In Year 2, greater emphasis will be placed on tracking faculty and student international research activity and collaborations.

Learn more:

- TRU strengthens global partnerships through premier's trade mission to Asia

2. DEVELOP AND IMPLEMENT STRATEGIES that strengthen local and global partnerships and deepen global perspectives in accordance with the *United Nations Sustainable Development Goals* and the TRU Vision Statement.

As a signatory to the *United Nations Sustainable Development Goals (SDG)* Accord, TRU reports annually on its progress. This year, the launch of a dedicated *UN SDGs webpage* showcases the University's contributions to all 17 goals.

Notable progress toward *SDG 11 (Sustainable Cities and Communities)* includes ongoing work in cultural and heritage preservation, community resilience, and sustainable infrastructure, supported through initiatives like the Low-Carbon District Energy System, wildfire-resilience research, and TRU's Zero Waste Plan.

Additionally, TRU administers the UN SDG Open Educational Resources Fellowship, which advances the integration of open, sustainability-aligned learning materials into course design.

TRU's participation in international mobility and collaboration networks, including Canada and Latin America Research and Exchange Opportunities, the *Canadian Bureau for International Education*, the *British Columbia Council for International Education*, and *ISEP Study Abroad,* strengthens partnerships and expands global engagement. TRU was also accepted this year as a member of the *Association of Commonwealth Universities*, further enhancing opportunities for collaboration, mobility, sustainability alignment, funding access, and knowledge exchange.

Learn more:

- TRU connects local impact to global goals
- TRU Sustainable Development Goals
- TRU social work and wellness centre initiative expands consent education to India

3. PROMOTE A CLIMATE LITERATE APPROACH to internationalization within the TRU Community to advance TRU's commitment to and value of sustainability.

TRU's sustainability leadership is demonstrated by two notable achievements: a Platinum rating through the *Sustainability Tracking, Assessment, and Rating System (STARS)* and a first-place ranking among 80 master's institutions in the 2025 *Sustainable Campus Index*. These achievements reflect meaningful progress toward becoming North America's first zero-carbon campus by 2030.

Efforts are also underway to become a *Climate Action Network for International Educators (CANIE)* signatory and to expand international partnerships related to wildfire resilience. This includes work with *Natural Hazards Research Australia* through the *Wildfire Resilience Consortium of Canada (WRCC)*. Additionally, the BC Wildfire Service and TRU co-hosted a delegation from France on joint wildfire management, training, and knowledge sharing.

Learn more:

- TRU BCWS strengthen wildfire management co-operation with France
- TRU secures top spot in sustainability

4. DEVELOP A COMMUNICATIONS STRATEGY strategy to effectively showcase the impact of TRU internationalization efforts, fostering global awareness and engagement among all members of our community and partners.

TRU highlighted internationalization achievements with all TRU Newsroom articles now including visual alignment to relevant UN SDGs, and there were ten articles specifically highlighting international activities.

The *Global Horizons: Celebrating Faculty Impact on Internationalization* event showcased faculty leadership in multilingual research, intercultural learning, international field schools and globally engaged pedagogy. These early communication activities support TRU's intention to develop a more coordinated approach to sharing internationalization outcomes.

5. STRENGTHEN TRU'S LEADERSHIP in the post-secondary internationalization environment by sharing best practices, contributing to the global discourse, and leveraging our internal expertise for broader impact.

TRU honoured Dr. Kyra Garson for more than 20 years of advancing intercultural learning through work that emphasized equity, multiple perspectives, the role of discomfort in deep learning and the importance of balancing internationalization and Indigenization.

Baihua Chadwick, vice-president international, was honoured with the *International Education Lifetime Achievement Award* at the *2025 BCCIE Conference* in recognition of her two decades of leadership in global education, transnational partnerships and holistic international support services.

TRU recognizes the contributions of many faculty and staff who advance intercultural theory, inclusive pedagogy, and learning outcome design to better prepare learners for diverse global and local contexts. The Year 2 strategy includes improved documentation and systematic capture of these learning opportunities to support sharing, reporting, and future planning.

Learn more:

- Working as and with Multicultural Multilingual Faculty with Dr. Wei Yan
- Baihua Chadwick Honoured with Lifetime Achievement Award in International Education












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