Institutional Learning Outcomes

Procedures

These procedures apply to all Thompson Rivers University baccalaureate degree programs as per policy ED 16-0.

(Updated: March 28, 2023)

Table of Contents

Overview 3

Principles 5

Procedures 6

- Approval Process 6
- Criteria and Foci Tools 6
- Instructions: Demonstrating a Substantive Match 6
- Applying for a Component Designation in curriQunet 9

Faculty Resources 9

Ongoing Review 9

Appendices 10

- Appendix A: Criteria and Foci Tools by Component 11
- Appendix B: Glossary of Terms 33
- Appendix C: Approval Process 35

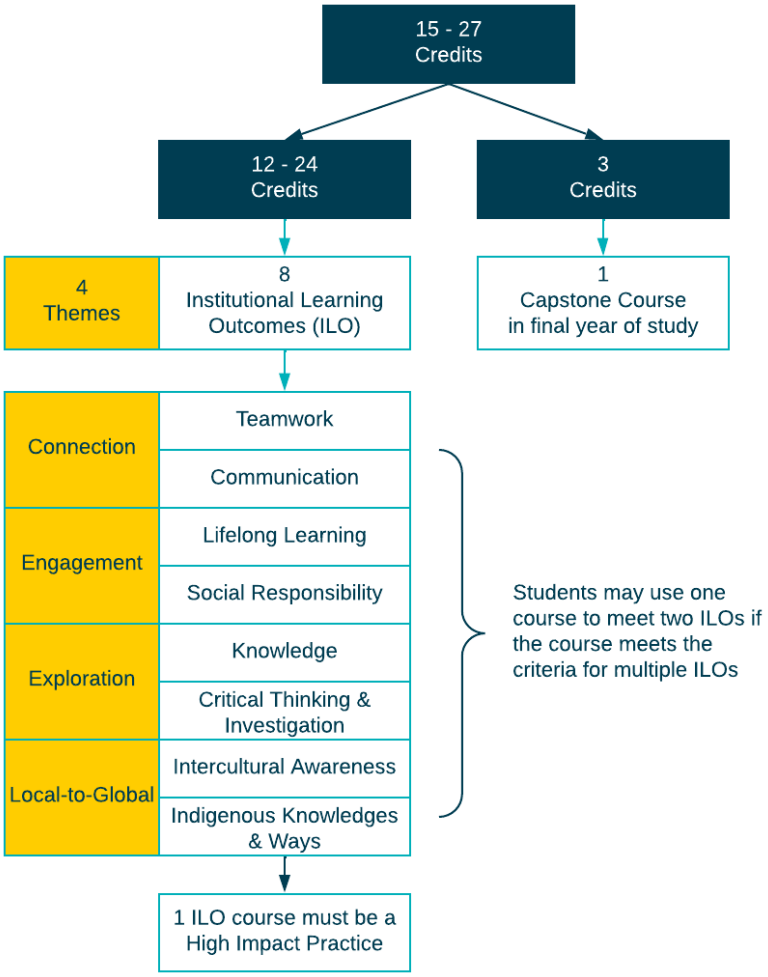
(Updated: March 28, 2023)

Overview

TRU's Institutional Learning Outcomes model (see **Figure 1** and **Figure 2**) was unanimously approved by Senate on April 29, 2019[1]. A Notice of Motion was served at the same Senate meeting regarding revisions to policy ED 16-0 *Types of Undergraduate and Graduate Credentials*, which incorporates the eight institutional learning outcomes (ILO). This policy was unanimously approved at the May 27, 2019 meeting of Senate.

The model includes eight ILOs that are categorized into four themes (Connection, Engagement, Exploration, and Local to Global). Components of the model are designed to be scaffolded throughout all years of a baccalaureate degree and requires a range of 15 to 27 credits (Figure 1). Additionally, one course must be a High Impact Practice (HIP), which is recommended to be taken in the first or second year. Students must also complete a Capstone course in the final year of study.

Figure 1 *Institutional Learning Outcomes Model*



[1] Revisions to the model were approved by Senate on March 27, 2023.

(Updated: March 28, 2023)

Figure 2 *Institutional Learning Outcomes*

		A TRU graduate should be able to…
Connection	**Teamwork**	… demonstrate the necessary skills of effective leadership and teamwork. *TRU graduates act with integrity, they seek opportunities to work cooperatively in meaningful ways across all areas of their personal and professional lives. Through collaboration, graduates support thoughtful dialogue and connections with others. They nurture safe environments where people can take risks and challenge assumptions.*
	Communication	… demonstrate effective communication skills appropriate to a range of audiences and contexts. *TRU graduates use the art of wordsmithing to succinctly communicate ideas. They aptly use an arsenal of communication methods including oral, written, graphic, visual, digital, artistic, and numerical. They rely on evidence and scholarly research to support a claim. By paying careful attention to their audience, they tailor their communications in a meaningful manner. Graduates listen, seek clarification, and work to understand and respect other viewpoints and contrasting opinions.*
Engagement	**Lifelong Learning**	… reflect on and set goals for learning beyond their university experience. *TRU graduates understand the limits of their knowledge and value opportunities to learn more. With active intent, they engage with their communities personally, and professionally. They work independently and productively, identifying opportunities to further their careers, and establishing action plans to meet their goals. Not easily discouraged by setbacks, they reflect and apply learned strategies, to adapt to changes in society.*
	Citizenship	… critically evaluate and apply socially responsible, sustainable and ethical behaviours. *TRU graduates' strive to live within the means of the planet. They apply ethical principles to decision-making by considering the social, economic, and ecological side effects of everyday actions. Their entrepreneurial spirit motivates them to tackle modern issues for the benefit of future generations. Graduates practice compassion and value human rights, reinforcing fairness, equity, and equality in their daily lives.*
Exploration	**Knowledge**	… acquire, connect and apply a depth and breadth of knowledge. *TRU graduates seek out new avenues and possibilities to ponder, research, and create. Within interdisciplinary and discipline-specific frameworks, they use evidence to make informed decisions. Graduates apply skills gained beyond their university experience to innovate solutions. They use their depth and breadth of knowledge to bridge domains and, in sharing their discoveries with others, they inspire positive change.*
	Critical Thinking & Investigation	… construct meaning from information by applying creative and critical thinking through research. *Through design, imagination, and creativity, graduates discover knowledge and produce new knowledge. They use sound research methodologies to navigate obstacles and solve problems. Using reliable assessment methods and analyzing relevant data, they reach meaningful conclusions. They have the tools to evaluate arguments and charged rhetoric, and to envision scenarios that divert from the familiar.*
Local to Global	**Indigenous Knowledges & Ways**	… recognize and respect the value of Indigenous knowledges and ways. *They affirm the value of Indigenous teaching, learning, research, and creative practices. They offer a positive contribution to a modern, globalized society.*
	Intercultural Awareness	… recognize and respect the value of diverse worldviews. *TRU graduates exhibit attributes of citizenship and democracy. They embrace diverse perspectives and appreciate those who bring varied viewpoints, skills, knowledge and tools to problem solving.*

(Updated: March 28, 2023)

Principles

The following principles reflect the values the General Education Taskforce (GET) was guided by during the development of TRU's ILOs. The principles were a result of a SOAR (strengths, opportunities, aspirations, results) workshop on March 16, 2018. The SOAR discussions were centered on the areas in which resources and energy should be directed. In an uncertain environment with many possible outcomes, the principles orient the model and provide a way to increase capacity while strengthening existing processes.

1. ***Value-driven***
   The model aligns with TRU's mission, values, strategic priorities, and graduate attributes. It respects the diversity of programming and TRU's unique mandate. It is the product of a shared and distributed responsibility representative of stakeholders from across the TRU community.

2. ***Student-centered***
   The student voice was of primary importance to the development of the model. The model must work for students' needs and must foster their development as lifelong learners. It considers students' future needs by being flexible and adaptable to changing needs of TRU. It will help students articulate what they know and can do by ensuring they are capable of engaging in thoughtful decision- making (particularly with respect to choosing electives) and become thought-leaders in their community.

3. ***Transparent, collegial, and follows a clear process***
   Processes for the model should be consistent with TRU's collegial governance structure. Processes should be clearly documented, communicated, and accessible to the TRU community. The model is woven into existing processes and programs in a holistic way and respects the existing educational committees and governance structures at TRU. It acknowledges disciplinary variety and provides opportunities for new ways of learning.

4. ***Relevant to the shifting needs of students and the community***
   The model should be flexible and allow for growth to meet the aspirations of TRU. All efforts should be made to avoid acting as a barrier to graduation. The diversified model acknowledges Indigenous and global perspectives, which are woven throughout, and expresses TRU's desire to have a positive impact on the communities we serve, including faculty, staff, and students. The model is relevant and responsive to the needs of the community. Students will have opportunities to become socially and environmentally competent and develop an awareness of the needs of their community or region.

5. ***Reviewed on a continual basis***
   A mechanism should be established for cyclical review as part of TRU's governance structure, including the collection of data relevant to the institutional learning outcomes and student success.

Procedures

Approval Process

The process for determining component courses is embedded within TRU's academic approval process. It is not an additional approval step, but rather an additional question in the course proposal form. See Appendix C.

Applying for an ILO, HIP, or Capstone course designation, whether it be a new course or course modification will typically fall under a Category I and II change (as per the *Definition of Categories)* where, if no substantive curriculum-related concerns are raised during the peer review process, changes approved by Faculty Council stand and no further review by Educational Programs Committee is required.

This additional step in the course proposal form is in line with policy ED 8-2 *Undergraduate Course and Program Approvals*. The procedures for which are detailed in the *Operating Procedures of the Educational Programs Committee (EPC) of Senate for the Review and Approval of Submissions*.

Criteria and Foci Tools

To provide clarity for course eligibility, ***criteria*** and ***foci tools*** were developed for each component of the model. The foci tools are used to demonstrate a substantive match between a course and a component. Appendix A includes the criteria and foci tool for each component.

Term	Definition
Criteria	Refers to the standard used to assess a course's eligibility for meeting a component of the model. This includes the associated foci for a specific component.
Foci	Refers to the central topics or intent of a component. The foci were developed with four areas in mind - analysis, theory, application/demonstration, and reflection – that could be applicable from first through fourth year of baccalaureate degree programs and takes into consideration diversity of disciplinary principles and methodologies.
Foci Tool	Refers to the tool used to provide evidence of a substantive match between the component foci and a course's learning outcomes.

See Appendix B for a full glossary of terms.

Instructions: Demonstrating a Substantive Match

To provide evidence of a substantive match between a course and a component, a foci tool must be completed. Attach the completed foci tool to the course proposal in curriQunet. Steps for documenting evidence of a substantive match are outlined below:

STEP 1 Save a copy of the completed foci tool for the course under the file name using the course Acronym and Number, and the component (e.g., ENGL 1100_Communication).

STEP 2 Complete the foci tool as shown in the example below:

- Insert the course acronym and number.
- Confirm that each of the criteria are met and checked.

- Compare the course learning outcomes with the list of foci. At least three foci must be addressed in the course learning outcomes.
- If course learning outcomes do not align with three foci; however, there is a substantive match between the course description and topics, please provide a rationale for justification in the box provided and the course may be considered for approval.

COMMUNICATION

Institutional Learning Outcome
A TRU graduate should be able to demonstrate effective communication skills appropriate to a range of audiences and contexts.

Description
TRU graduates use the art of wordsmithing to succinctly communicate ideas. They aptly use an arsenal of communication methods including oral, written, graphic, visual, digital, and numerical. They rely on evidence and scholarly research to support a claim. By paying careful attention to their audience, they tailor their communications in a meaningful manner. Graduates listen, seek clarification, and work to understand and respect other viewpoints and contrasting opinions.

Course Acronym and Number	ENGL 1100
Criteria	For a course to qualify as meeting this ILO it must include all of the following: ✓ the intent of the ILO is captured in the calendar description; ✓ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, ✓ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Technical: Students use language and grammatical conventions that convey meaning with clarity.	X
Cognitive: Students demonstrate how to articulate the complexities of an issue or idea from a variety of perspectives.	X
Affective: Students listen and respond with empathy to others' subjective worldviewsi in order to build respectful relationships and improve knowledge generation. Theoretical: Students recognize and use relevant rhetorical, visual, numerical, aesthetic and/or technical theories.	X
Scholarly: Students articulate the characteristics of academic and non-academic sources; demonstrate accuracy and integrity using appropriate citation styles; compose and synthesize ideas using appropriate disciplinary conventions.	X
Comprehension: Students demonstrate comprehension and fluency through regular and sustained communicative practice (such as through reading, witnessing and/or listening).	X
Composition: Students engage in regular and sustained practice in composing and presenting articulate ideas.	X
Ethical: Students adopt ethical communication strategies. Respond with integrity to ethically challenging communicative contexts (for example, recognize when it is inappropriate or harmful to share information, knowledge, ideas, or materials that may not belong to you and respond accordingly; critically analyse the role of power in shaping communication processes; and/or, recognize when it would be harmful or oppressive not to communicate information, knowledge, ideas or materials and respond accordingly).	

Educational Objectives / Outcomes

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

1. Illustrate the relation between style and the rhetorical situation of scholarly writing.
2. Use various research methods to find secondary sources.
3. Use appropriate scholarly strategies to incorporate secondary sources into written work.
4. Compose in the sub-genres of scholarly writing, e.g., summary, critical summary, research proposal.
5. Write with proficiency at a university-level, grammatical style.

(Updated: March 28, 2023)

Applying for a Component Designation in curriQunet

TRU is in the process of transitioning to an updated version of curriQūnet. In the meantime, the process for applying for a component designation follows the existing "minor undergraduate course modification" steps. See Appendix C.

Once TRU transitions to curriQūnet Meta (an updated version of the existing platform) prompts will appear in the course proposal form asking if the originator wants the proposed course to be identified as meeting the criteria for an ILO, HIP, and/or Capstone course. If the originator clicks 'yes' then a drop-down list will appear and the originator will be asked to identify which component(s) apply. For each component that is selected, the relevant criteria and foci tool will appear and the originator will be required to identify the alignment between the component foci and the course description and learning outcomes by checking the appropriate boxes in the tool. The completed tool will accompany the course proposal form as it progresses through the necessary approvals for new or modified courses.

Once TRU has fully transitioned to Meta, updated resources will be shared with faculties and schools.

Faculty Resources

Program chairs are the primary contact for questions regarding program requirements. Below is a list of resources to support programs with this work:

- Degree Works contains the approved program requirements and is the primary tool for advising.
- TRU website includes information for faculty and students, such as key contacts and FAQs.
- Academic Approvals SharePoint includes a procedures guide and ILO criteria and tools.
- Contact Office of Quality Assurance at appc@tru.ca
- Contact Centre for Excellence in Learning and Teaching at celt@tru.ca

Ongoing Review

To ensure implementation of TRU's Institutional Learning Outcomes aligns with the principles and procedures set forth in this document, the model and procedures will be revisited by the Academic Planning and Priorities Committee of Senate (APPC), and necessary adjustments made in consultation with TRU stakeholders at least once every seven years (as per APPC terms of reference).

Appendices

(Updated: March 28, 2023)

Appendix A: Criteria and Foci Tools by Component

(Last updated: March 23, 2023)

TEAMWORK

Institutional Learning Outcome
A TRU graduate should be able to demonstrate the necessary skills of effective leadership and teamwork.

Description
TRU graduates act with integrity, they seek opportunities to work cooperatively in meaningful ways across all areas of their personal and professional lives. Through collaboration, graduates support thoughtful dialogue and connections with others. They nurture safe environments where people can take risks and challenge assumptions.

Criteria	For a course to qualify as meeting this ILO it must include all of the following: • the intent of the ILO is captured in the calendar description; • a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, • total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Theoretical Principles: Students understand the theories underpinning teamwork and/or leadership.	
Application of Teamwork: Students demonstrate research-informed practice[i] in team-based projects (for example, students apply strategies for conflict resolution and consensus building through collaborative process, and demonstrate organisational and communication skills to accomplish team goals).	
Application of Leadership: Students demonstrate effective leadership skills (for example: interpersonal, administrative, and conceptual skills).	
Ethics: Students explore the ethical responsibilities and complexities of leadership.	
Team Dynamics: Students contribute to a respectful team dynamic, recognizing the strengths of diversity in its many forms.	
Awareness of Self and Others: Students demonstrate self-awareness of one's own role and responsibilities within a team through reflective practice; and, understand the contribution of team members and their roles in promoting effective team functioning.	

Rationale

Glossary of Terms

[i] Research informed practices in the development of teamwork skills: create interdependence, devote time specifically to teamwork skills, instructor-assigned teams, build in individual responsibility and accountability. (https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/groupprojects/design.html).

Team processes are the means by which team members marshal and coordinate their individual resources—cognitive, affective, and behavioral—to meet task demands necessary for collective goal accomplishment. (Cooke NJ, Hilton ML, editors. Enhancing the Effectiveness of Team Science. Washington (DC): National Academies Press (US); 2015 Jul 15) Available from: https://www.ncbi.nlm.nih.gov/books/NBK310384/)

Additional Resources
http://www.teambasedlearning.org/

COMMUNICATION

Institutional Learning Outcome
A TRU graduate should be able to demonstrate effective communication skills appropriate to a range of audiences and contexts.

Description
TRU graduates use the art of wordsmithing to succinctly communicate ideas. They aptly use an arsenal of communication methods including oral, written, graphic, visual, digital, and numerical. They rely on evidence and scholarly research to support a claim. By paying careful attention to their audience, they tailor their communications in a meaningful manner. Graduates listen, seek clarification, and work to understand and respect other viewpoints and contrasting opinions.

Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: □ the intent of the ILO is captured in the calendar description; □ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, □ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Technical: Students use language and grammatical conventions that convey meaning with clarity.	
Cognitive: Students demonstrate how to articulate the complexities of an issue or idea from a variety of perspectives.	
Affective: Students listen and respond with empathy to others' subjective worldviews[i] in order to build respectful relationships and improve knowledge generation.	
Theoretical: Students recognize and use relevant rhetorical, visual, numerical, aesthetic and/or technical theories.	
Scholarly: Students articulate the characteristics of academic and non-academic sources; demonstrate accuracy and integrity using appropriate citation styles; compose and synthesize ideas using appropriate disciplinary conventions.	
Comprehension: Students demonstrate comprehension and fluency through regular and sustained communicative practice (such as through reading, witnessing and/or listening).	

Foci of ILO	Course Learning Outcome
Composition: Students engage in regular and sustained practice in composing and presenting articulate ideas.	
Ethical: Students adopt ethical communication strategies. Respond with integrity to ethically challenging communicative contexts (for example, recognize when it is inappropriate or harmful to share information, knowledge, ideas, or materials that may not belong to you and respond accordingly; critically analyse the role of power in shaping communication processes; and/or, recognize when it would be harmful or oppressive not to communicate information, knowledge, ideas or materials and respond accordingly).	

Rationale

Glossary of Terms

[i] Worldview or world-view is the fundamental cognitive orientation of an individual or society encompassing the whole of the individual's or society's knowledge and point of view. A worldview can include natural philosophy; fundamental, existential, and normative postulates; or themes, values, emotions, and ethics.

Worldviews are often taken to operate at a conscious level, directly accessible to articulation and discussion, as opposed to existing at a deeper, pre-conscious level, such as the idea of "ground" in Gestalt psychology and media analysis. However, core worldview beliefs are often deeply rooted, and so are only rarely reflected on by individuals, and are brought to the surface only in moments of crises of faith. (https://en.wikipedia.org/wiki/Worldview).

LIFELONG LEARNING

Institutional Learning Outcome
A TRU graduate should be able to reflect on and set goals for learning beyond their university experience.

Description
TRU graduates understand the limits of their knowledge and value opportunities to learn more. With active intent, they engage with their communities personally and professionally. They work independently and productively, identifying opportunities to further their careers, and establishing action plans to meet their goals. Not easily discouraged by setbacks, they reflect and apply learned strategies to adapt to changes in society.

Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: ☐ the intent of the ILO is captured in the calendar description; ☐ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, ☐ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Curiosity and Awareness: Students demonstrate self-awareness of the limits of their knowledge and the ongoing need to seek out new or novel information. Students investigate ways in which uncertainty, ambiguity, and ways of knowing influence decisions, interpretations, and conclusions within the subject and/or the field.	
Initiative and Reflection: Students reflect on their learning and identify opportunities to expand knowledge, skills, and abilities. They articulate personal and professional values, interests, and goals (for example: career planning, identifying ongoing professional development opportunities, and/or service learning).	
Independence: Students demonstrate self-directed learning, problem-finding, and/or problem-solving with minimal intervention (for example: independent research and/or work-integrated learning).	
Transfer: Students draw upon and integrate knowledge, skills, and/or values to explore complex problems across disciplines.	
Flexibility and Resilience: Students consider changes, explore alternatives, and adapt to achieve stated personal and professional goals.	

Rationale

References

Association of American Colleges and Universities. (2009). Foundations and Skills for Lifelong Learning VALUE Rubric. Retrieved from: https://www.aacu.org/sites/default/files/files/VALUE/LifelongLearning.pdf

Sproule, R., Drewery, D., & Pretti, T. J. (2019). Development of a Rubric to Assess Lifelong Learning in Work-Integrated Learning Reflection Assignments. Collected Essays on Learning and Teaching, 12, 94-105.

SOCIAL RESPONSIBILITY

Institutional Learning Outcome
A TRU graduate should be able to critically evaluate and apply socially responsible, sustainable and ethical behaviours.

Description
TRU graduates strive to live within the means of the planet. They apply ethical principles to decision-making by considering social, economic, and ecological side effects of everyday actions. Their entrepreneurial spirit motivates them to tackle modern issues for the benefit of future generations. Graduates practice compassion and value human rights, reinforcing fairness, equity, and equality in their daily lives.

Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: ☐ the intent of the ILO is captured in the calendar description; ☐ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, ☐ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Theoretical Principles: Students explore foundational knowledge of social responsibility, civic engagement, and/or sustainable and ethical practices and issues (for example: systems thinking[1] and its associated competencies).	
Emerging Knowledge: Students explore contemporary issues related to ethics, civic engagement and/or sustainability.	
Critical Reflection: Students examine and critically reflect on ethical principles, and decision-making processes (for example power dynamics, roles, responsibilities, and privileges in society).	
Application: Students apply sustainable, ethical, and/or socially responsible behaviours (for example demonstrating respect, compassion, and social responsibility).	
Strategic Action: Students engage with communities in ethical, socially responsible, and/or sustainable ways (for example: through projects, research, work-integrated learning, service-learning).	
Collaboration: Students collaborate with faculty, peers, and/or community members to tackle modern issues for the benefit of future generations (for example: reinforcing fairness, equity, equality, and/or sustainability).	

Rationale

Glossary of Terms

1. “Systems thinking competence: the ability to collectively analyze complex systems across different domains and different scales (local to global), identify connections, feedback loops and cascade effects” (Wiek, A., 2011, 203–218).

KNOWLEDGE

Institutional Learning Outcome
A TRU graduate should be able to acquire, connect and apply a depth and breadth of knowledge.

Description
TRU graduates seek out new avenues and possibilities to ponder, research, and create. Within interdisciplinary and discipline-specific frameworks, they use evidence to make informed decisions. Graduates apply skills gained beyond their university experience to innovate solutions. They use their depth and breadth of knowledge to bridge domains and, in sharing their discoveries with others, they inspire positive change.

Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: ☐ the intent of the ILO is captured in the calendar description; ☐ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, ☐ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Depth of Knowledge: Students demonstrate a depth of critical understanding in a field of study, including key assumptions, theories, methodologies, and applications of the discipline and/or the field of practice.	
Integration of Knowledge: Students demonstrate a breadth of critical understanding including the range of fields within the discipline/field of practice, and the relevant intersections with other disciplines.	
Advanced Knowledge: Students demonstrate a critical awareness of the past and present knowledge and debates that have shaped the discipline or field of practice.	
Knowledge Generation: Students search, review, and evaluate information relevant to the discipline or field of practice.	
Knowledge Synthesis: Students engage in independent research or practice in a supervised context.	
Knowledge Application: Students apply disciplinary knowledge to complex contemporary problems while acknowledging and respecting diverse theoretical and interdisciplinary perspectives.	
Knowledge Sharing: Students present research findings to others, engage in collaborative exploration and debate, and/or create new knowledge with disciplinary and/or interdisciplinary peers and mentors.	

Rationale

THOMPSON RIVERS UNIVERSITY

INTERCULTURAL AWARENESS

Institutional Learning Outcome
A TRU graduate should be able to recognize and respect the value of diverse cultures and worldviews.

Description
TRU graduates have the knowledge, skills, and attitudes to engage respectfully and with humility across cultural contexts. They intentionally and reflectively increase their awareness of sociocultural diversities, including their own. They apply their intercultural understanding in ways that demonstrate a valuing of diversity, a recognition of privilege and power, and a commitment to social justice and inclusion.

Course Acronym and Number	
Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: ☐ the intent of the ILO is captured in the calendar description; ☐ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, ☐ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Awareness: Students demonstrate an awareness of sociocultural diversity and various ways of knowing and being in the world.	
Engagement: Students engage respectfully and productively with people of diverse cultural backgrounds (for example: students practice appropriate protocols when learning from knowledge keepers; students respectfully collaborate with culturally diverse team members to accomplish group goals).	
Knowledge and Application: Students apply culture-specific or culture-general frameworks (for example: students describe the cultural components and/or practices of a specific social group; students compare the broad cultural components and/or practices of social groups).	
Reflection: Students demonstrate awareness of how their own cultural orientations influence their preferences, perspectives, biases, and ways of being and doing.	
Conflict Resolution: Students practice conflict resolution in culturally diverse contexts (for example: students perform anti-discrimination response	

Foci of ILO	Course Learning Outcome
strategies; students identify strategies for addressing potential culture conflicts in their field or profession).	
Communication and Application: Students develop and apply intercultural communication skills (for example: students develop skills in culturally diverse communication styles, customs, and patterns; languages; oral traditions; non-verbal communication practices, and so on).	
Ethics: Students critically engage with the ethical dimensions of intercultural practices (for example: students debate the difference between cultural appreciation and cultural appropriation; students analyze ethical tensions between human rights and cultural accommodation frameworks and responsibilities).	
Power Dynamics: Students analyze and reflect on the role of culture in maintaining social systems, power, and privilege in societies (for example: students examine the historical and ongoing impacts of global colonialism or cultural imperialism).	

Rationale

Glossary of Terms

Bias is a preference for or against a group, person, or thing and is generally considered to be an unfair judgment. There is conscious and unconscious bias, and both can be a barrier to social inclusion. Conscious bias is when one might knowingly give preference to an individual and feel justified on the basis of specific criteria, such as having mutual interests or being related by family. Unconscious bias is a little trickier and arguably the most common. When people are not aware of their bias, they will convince themselves that their choice and preference are fair and justified.
McLoud-Schingen, K. (2015). Prejudice, bias, discrimination. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 691-693). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n227

Colonialism is “the process by which a nation invades, establishes a colony, and enriches itself through political, economic, and social control of other nations” (M&G 303). Colonialism commonly refers to invasion, settlement, and exploitation of diverse peoples and places by European nations (Macionis & Gerber, 2007; Atkinson et al, 2019).

Cultural Empathy Relational empathy promotes a synthesis of perspectives. Instead of giving up a position on issues, forging compromises in individual views, or finding common ground in disparate positions, the goal is to move from the separate positions of individual communicators to a synthesizing position that incorporates relevant aspects of each position. John Stewart calls this process a fusion of horizons, implying that individual perspectives expand to include the viewpoints of the other. Thus, in addition to helping each person develop a deeper understanding of the other, relational empathy also seeks the genesis of a unique understanding that reflects a merging of each individual’s construction of the other and of the situation.
Broome, B. (2015). Empathy. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 287-290). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n101

Cultural Imperialism: Imperialism involves one nation dominating, ruling, and/or exploiting a distant territory. Cultural Imperialism refers to the unequal imposition of a dominant society's culture (including norms, values, beliefs, and material culture) over a less powerful (often subjugated) society's culture.

Culture "refers to the values, beliefs, behavior, and material objects that together form a people's way of life" (Macionis & Gerber, 2007: 56). Some components of culture include symbols, language, norms, values and beliefs, material culture and technology.

Culture-specific frameworks Culture-specific approaches encourage deep understanding of one cultural context through detailed cultural knowledge.
Bathurst, L. (2015). Culture specific/culture general. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 211-212). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n75

Culture-general frameworks Culture-general approaches organize culture-specific data in ways that facilitate cross-cultural comparison and generalizability of knowledge.
Bathurst, L. (2015). Culture specific/culture general. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 211-212). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n75

Inclusion refers to how diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community where all individuals are respected and feel engaged and motivated, and where their contributions toward meeting organizational and societal goals are valued.
O'Mara, J. (2015). Diversity and inclusion, definitions of. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 268-269). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n93

Intercultural Understanding "*refers to the profound sociocultural difference understood by individuals or by groups that reflect*

(1.) social positions and statuses (including, but not limited to ethnicity, race, religion, age, gender identity and expression, physical or mental disability, sexual orientation, socio-economic class, immigration as well as academic, employment or professional status);
(2.) the cultural histories, creative practices and faith perspectives of various social groups; and
(3.) the dynamic power relations that shape the interactions between dominant and non-dominant cultures, including the undercurrents of difference found within these interrelations."

*An understanding of the social **positions**, **practices** and **power relations** of sociocultural difference among individuals or groups within a society.*
Source: Habacon, A. (2015). What does "intercultural understanding" actually mean? *Intercultural Understanding at UBC.* Available: https://blogs.ubc.ca/interculturalu/2015/07/15/what-does-intercultural-understanding-actually-mean/

Norms are generally accepted ways of doing things; they comprise "the rules and expectations by which a society guides the behavior of it's members" 648).

Sociocultural is a term implying attention to, and focus upon, both social and cultural factors.

CRITICAL THINKING & INVESTIGATION

Institutional Learning Outcome
A TRU graduate should be able to construct meaning from information by applying creative and critical thinking through research.

Description
Through design, imagination, and creativity, graduates discover knowledge and produce new knowledge. They use sound research methodologies to navigate obstacles and solve problems. Using reliable assessment methods and analyzing relevant data, they reach meaningful conclusions. They have the tools to evaluate arguments and change rhetoric, and to envision scenarios that divert from the familiar.

Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: □ the intent of the ILO is captured in the calendar description; □ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, □ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Critical[i] and Creative[ii] Exploration: Students investigate a topic, issue, or assumption (for example, formulate a position, topic, question, perspective, thesis, hypothesis)	
Critical Evaluation: Students assess, organize, and synthesize existing knowledge	
Development: Students generate information, data, products, and/or designs (for example: students problem solve by combining, adapting, and/or expanding on existing knowledge and practice resilience through adaption to challenging situations).	
Critical Interpretation: Students analyze quantitative and/or qualitative data, make evidence-based arguments, and draw disciplinary-informed conclusions using appropriate methodologies.	
Critical and Creative Engagement: Students disseminate information; communicate knowledge and the processes used to generate it; use effective formats to communicate quantitative and/or qualitative information.	
Creative Innovation: Students synthesize and apply knowledge in a novel or creative way (for example, use appropriate approaches in the creation and/or application of knowledge to address an issue or answer a question through critical and/or creative thinking).	

Foci of ILO	Course Learning Outcome
Critical Reflection: Students acknowledge context and assumptions (for example, critically reflect on assumptions, including one's own, and analyze the complexity of a problem or issue; critically account for the impact of assumptions and biases on knowledge generation processes).	

Rationale

Glossary of terms

[i] Critical thinking is the habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion (AAC&U, https://www.aacu.org/value/rubrics/critical-thinking)

[ii] Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. (AAC&U, https://www.aacu.org/value/rubrics/creative-thinking)

INDIGENOUS KNOWLEDGES & WAYS

Institutional Learning Outcome
A TRU graduate should be able to recognize and respect the value of Indigenous knowledges and ways.

Description
TRU graduates affirm the value of Indigenous teaching, learning, research, and creative practices. They offer a positive contribution to a modern, globalized society.

Criteria	For a course to qualify as meeting this ILO it must include all of the following: ☐ the intent of the ILO is captured in the calendar description; ☐ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, ☐ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Knowing: Students demonstrate an understanding of unique local Secwépemc peoples (for example: knowledge of Secwépemcstin and Secwépemcúlucw).	
Knowing: Students demonstrate understanding of historical and continuing policies and procedures that contribute to systemic forms of marginalization, discrimination, and cultural oppression of Indigenous people and communities (for example: understanding and awareness of the 2015 Truth and Reconciliation: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples).	
Being in the world: Students reflect upon one's own personal awareness and experiences of privilege, oppression, and racism in relation to Indigenous peoples (for example: students explore positionality, privilege, and unconscious bias in situating themselves, and understand their respective role(s) in being active participants in reconciliation).	
Knowing: Students demonstrate understanding of the concepts and ongoing processes of colonization and decolonization (for example: understanding the concepts of gender and how this relates to a decolonization approach).	
Doing: Students demonstrate an understanding of the comprehensive relationships between land and identities for oral cultures and Indigenous communities.	
Being in the world: Students understand that each Indigenous community and Nation has unique and specific protocols and cultural practices; and students apply and practice protocols of introduction of self and	

Foci of ILO	Course Learning Outcome
engagement through being an ally with Indigenous Peoples (for example: students are aware of the uniqueness of the Indigenous peoples, languages, and lands of their settler community).	
Knowing: Students relate principles of Indigenous knowledges and ways to their field of study.	
Doing: Students engage and respect Indigenous research methodologies (for example: students practice the 4 R's - respect, reciprocity, relevance and responsibility - to engage with humility with Indigenous individuals, families, communities, and governance. This could include following protocols for contacting respected Elders and community members).	
Being in the world: Students demonstrate understanding of community traditional-based health and healing strategies that can be used for reconciliation (for example: advocating and enacting supportive and self-sustained initiatives to positively impact holistic Indigenous determinants of health and social well-being.	
Knowing: Students describe the historical, philosophical, and legal bases of contemporary self-governance and self-determination issues, rights, and disputes between Indigenous peoples and jurisdictions in Canada (provincial, territorial, federal) and internationally.	

Rationale

HIGH IMPACT PRACTICE (GE-HIP)

Definition
The student experience within a GE-HIP course is an essential component of the general education model. GE-HIP courses incorporate deep approaches to learning, which encompass engaging with diverse perspectives and people, collaborating with faculty, peers, and/or community members about course content outside of class, analyzing ideas, applying theories, critically assessing the value of information as well as one's own views, and trying to understand others' perspectives (Brownell & Swaner, 2009).

Description
TRU recognizes that a variety of high impact practice experiences exist at TRU. The following criteria refers specifically to courses in TRU's general education model and are identified as GE-HIP.

TRU's general education model is based upon four (4) themes incorporating eight (8) institutional learning outcomes totaling 24 credits. Of these 24 credits, one 3-credit course must be a high impact practice (HIP).

Students are encouraged to take the GE-HIP course during the first two years of study. While it is not mandatory that the GE-HIP be taken in the first two years, research has shown that high impact educational practices taken early on in a student's program lead to increased persistence and retention due to a greater sense of belonging and engagement, and increased GPA.

Criteria	For a course to qualify as a GE-HIP it must include <u>all</u> of the following: ☐ be an Institutional Learning Outcome (ILO) designated course (*preferably* at the 1000 or 2000 level); ☐ the intent of the GE-HIP is captured in the calendar description; and, ☐ a minimum of three (3)* of the foci are reflected in the course learning outcomes.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of GE-HIP Engagement Strategies	Course Learning Outcomes
Experiential[i] Practice: Students actively engage with course content through exploration, application, and investigation. This includes applying and testing knowledge in at least one of the following settings: • self-directed study • field school • laboratory experience • creative arts studio • service learning • cooperative education	

Foci of GE-HIP Engagement Strategies	Course Learning Outcomes
• internship • practicum • clinical practice • simulation • place-based learning • other practical applications	
Mentorship: Students receive frequent, iterative, and substantive feedback through regular and ongoing interaction and collaboration[ii] with faculty, industry and professional experts, community members, and/or peers.	
Reflection: Students engage in structured opportunities to reflect on their learning and integrate new understanding into their personal and professional growth (for example: writing intensive courses, seminars, journaling, portfolios).	
Connection: Students engage with communities beyond the classroom and diverse perspectives (for example: community-based service learning, study abroad, guest speakers).	
Knowledge and Skill Sharing: Students share evidence of their competence, knowledge, and/or research (for example: classroom and/or conference presentation, creative performance, publication, exhibit).	

Rationale

[i] **Glossary of Terms**
Experiential learning: "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984).

[ii] Collaborative learning: "an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product" (Smith and MacGregor, 199, p. 10). Barkley, Major, and Cross (2014) add that intentional planning must exist for genuine collaborative learning to occur.

CAPSTONE

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

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

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

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

Note
Below is a non-exhaustive list of activities that facilitate opportunities for students to integrate and synthesize learning in relation to the degree and/or major; and promote a learner-directed, self-directed, and problem-based learning environment:

- Situate a problem within the theoretical debate of the subject matter.
- Hypothesize a solution to a problem within the field to be investigated.
- Work directly with community partners to solve a problem they have identified in their workplace.
- Apply knowledge in a practice setting relevant to the discipline.
- Conduct self-directed research to investigate and draw conclusions that integrate the programs' body of knowledge.
- Justify/Demonstrate the conclusion/outcome in a report/presentation that meets professional standards for the field.

- Design a project that demonstrates understanding of responsible and sustainable behaviours.
- Create an artifact that can be used to demonstrate entry level work place competence within the field of study.

Appendix B: Glossary of Terms

(Last updated: March 23, 2023)

Glossary of Terms

Component
Refers to the parts or elements of TRU's Institutional Learning Outcomes model. Ten *components* form the model:

- eight institutional learning outcomes (ILO);
- a high impact practice course;
- a capstone course.

Criteria
Refers to the standard used to assess a course's eligibility for meeting a component of the model. This includes the associated foci for a specific component.

Focus (Foci)
Refers to the central topic or intent of a component. The foci were developed with four areas in mind - analysis, theory, application/demonstration, and reflection – that could be applicable from first through fourth year of baccalaureate degree programs, and takes into consideration diversity of disciplinary principles and methodologies.

Discipline or Program of Study
Refers to the student's declared major and/or area of concentration that will be identified on the student's transcript.

Foci Tool
Refers to the tool used to provide evidence of a substantive match (see Figure 1) between the component foci and a course's learning outcomes.

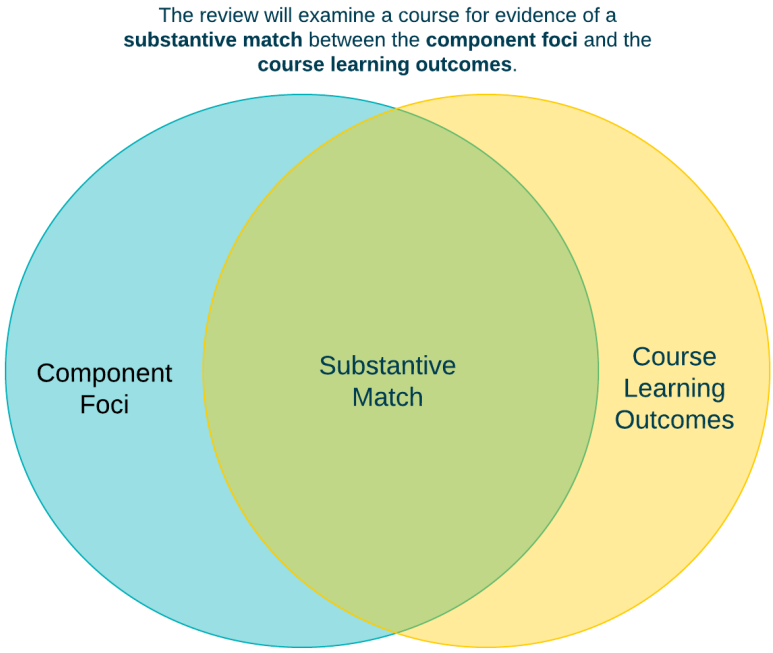


Figure 1: Substantive Match

Instructions for Evaluation of a Substantive Match
The review of the course submissions will apply the following formula using the approved course proposal in curriQūnet:

Foci tool
Calendar description
\+ Educational objectives/outcomes
Substantive match

Appendix C: Approval Process

(Last updated: March 23, 2023)

Course Modifications

How to apply for a component designation in curriQūnet

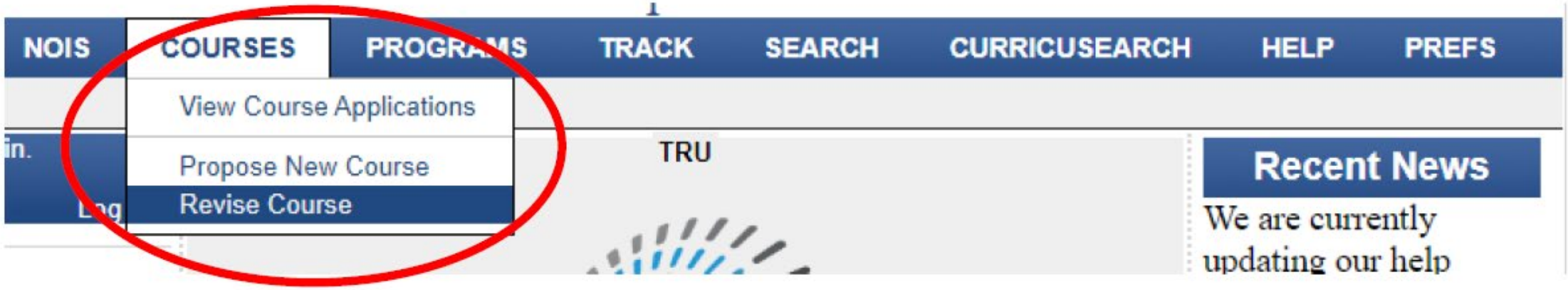
INTELLIGENT CURRICULUM SOLUTIONS

THOMPSON RIVERS UNIVERSITY

Modifying an Existing Course

Login to curriQunet at https://www.curricunet.com/tru/

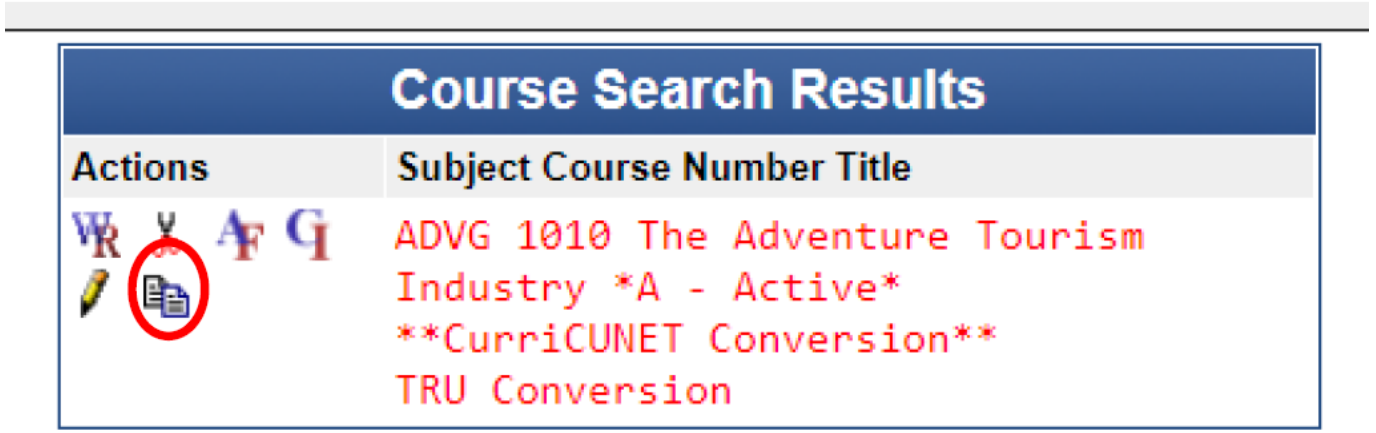
On the blue bar, hover over the COURSES tab and select “Revise Course”.



The search results will bring up your selected course.

Click on the copy icon to the left of the course title to start your proposal.

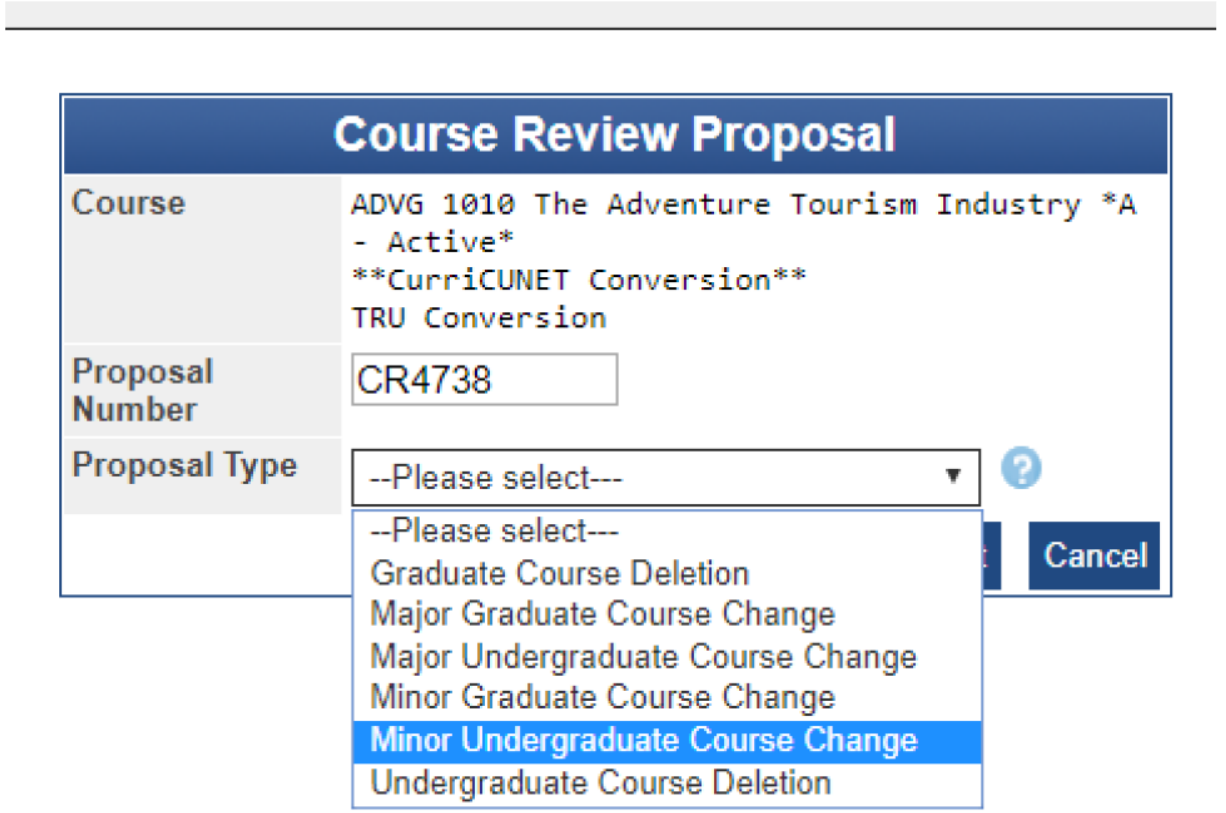
Note: The search results may show more than one entry of the same course. These are historical records. The copy icon will only appear beside the red or “active” entry.



Using the Course Review Proposal box, select from the drop down list the type of revision you want to make.

The majority of changes to courses fall under Category I or II (see *Definition of Categories* for more information*).*

This means you will select “Minor Undergraduate Course Change”.

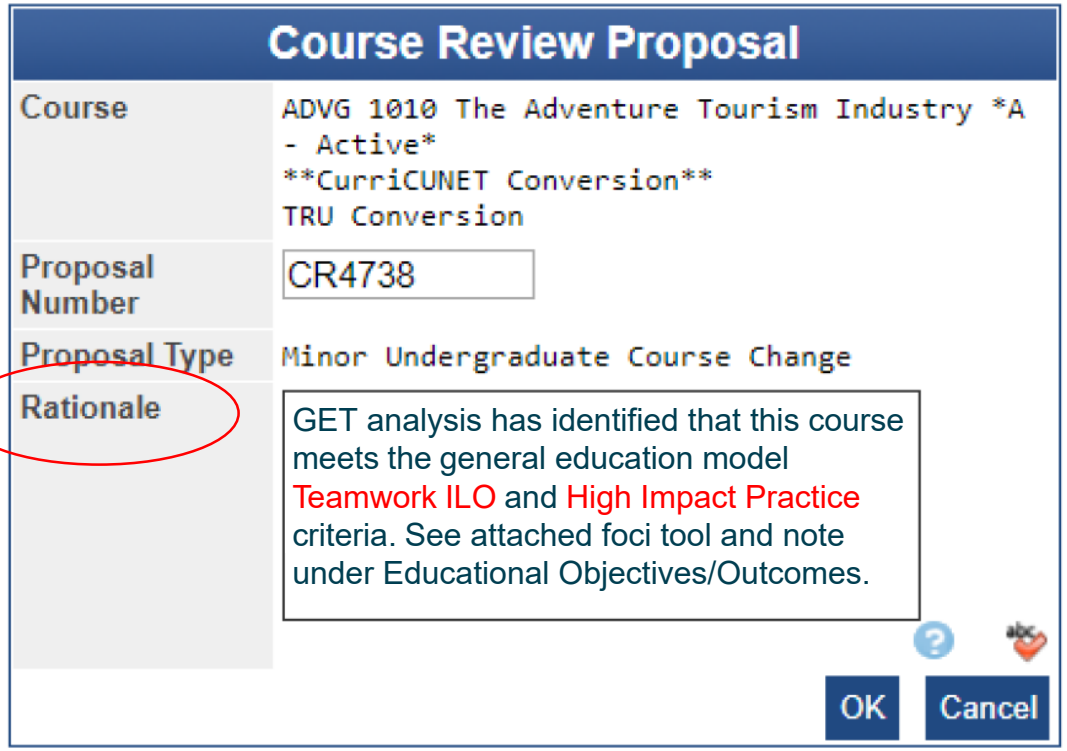


In the Rationale box, identify the component designation(s) you are seeking.

For example, insert the statement:

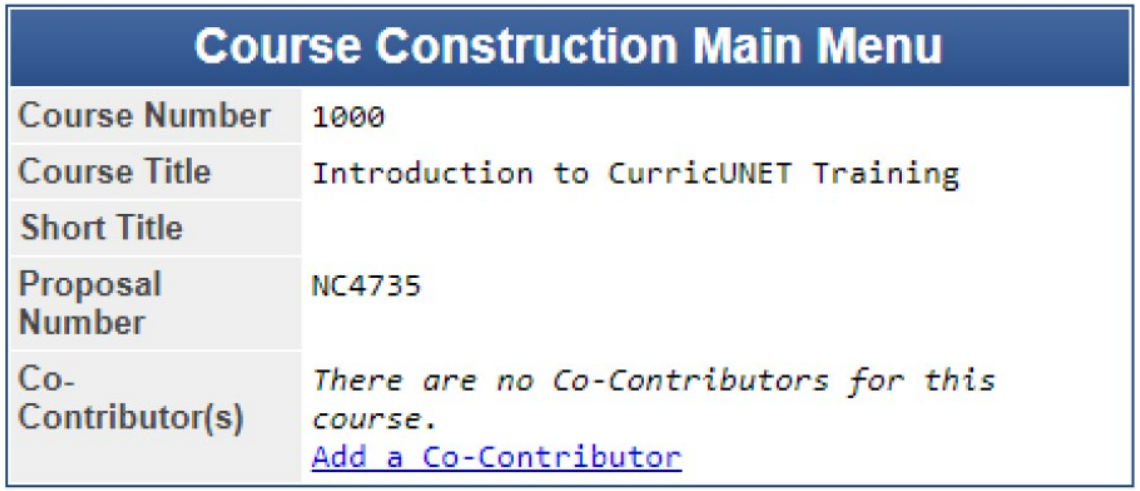
> *This course meets the Teamwork and High Impact Practice component criteria.*

Note: You will need to provide evidence of this match by completing the tool(s) and attaching them to the course proposal before submitting for approval.



Your proposal has been created.

You can now start modifying your course data in the Course Construction Main Menu.



Course Construction Main Menu	
Course Number	1000
Course Title	Introduction to CurricUNET Training
Short Title	
Proposal Number	NC4735
Co-Contributor(s)	*There are no Co-Contributors for this course.* Add a Co-Contributor

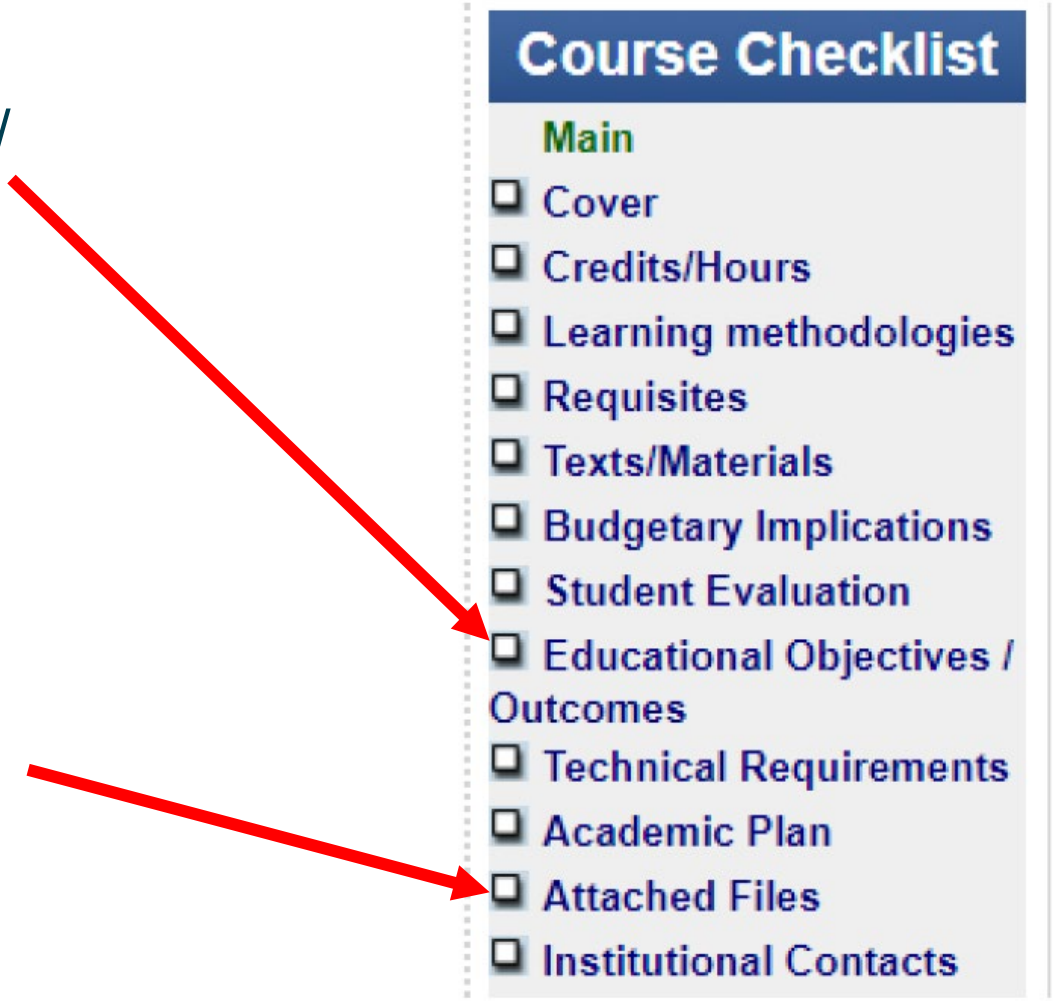
Use the Course Checklist on the right side of the screen to provide evidence of a match:

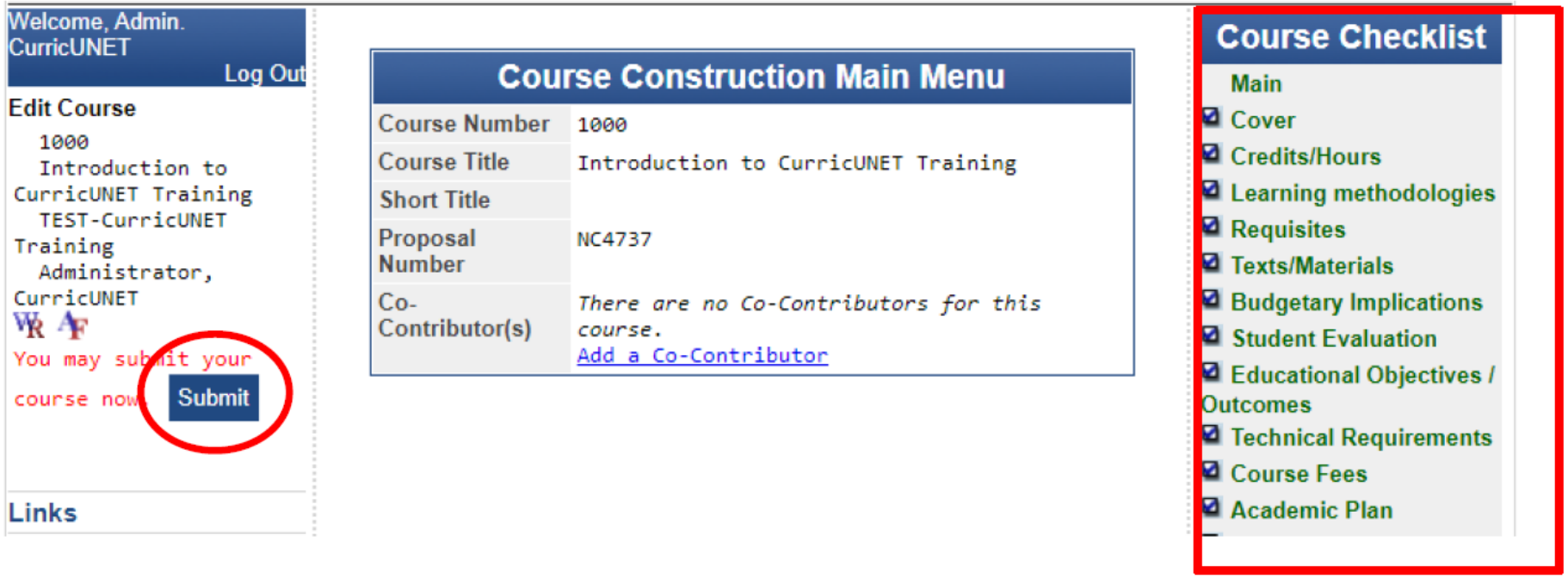
1. Open the “Educational Objectives / Outcomes” page

2. Insert a statement below the list of learning outcomes, such as:

   This course meets the Teamwork and High Impact Practice component criteria. See attached foci tool demonstrating match.

3. Attach the completed tool for each component identified.



When each page is finished, the page title under the Course Checklist will turn from blue to green.

When all of the pages are green the course proposal can be launched to the approval process by clicking the Submit button.