



MEETING OF THE SENATE

Monday, September 23, 2024
3.30pm to 5.30pm

House of Learning, HL190

AGENDA

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

1. Call to Order

- a. Remarks from the Chair
 - i. Territorial Acknowledgment
 - ii. Welcome new senators
 - a. Waqar Mulk (student senator)
 - b. Mugesh Narayanasamy (student senator)
 - c. Elon Newstrom (student senator)
 - d. Rohini Ranganatha (student senator)

Page 1 **2. Adoption of Agenda**

3. Approval of Minutes

Page 3 a. Minutes of senate meeting of June 10, 2024

4. Reports of Officers

- a. President and Vice-Chancellor
 - i. President's Report to Senate (Information)
- b. Provost and Vice-President Academic (Information)

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To be
circulated

5. Business

- a. Election of Vice-Chair of Senate — Brett Fairbairn

NOTE: The senate bylaws state that “The Vice-Chair of Senate shall be elected each year by secret ballot by and from the Senate Members other than the Non-Voting Member” and that “The Vice-Chair shall fulfill the duties of the Chair in his/her absence, and shall assist the Chair in the performance of her/his duties.”

- b. Proposed revisions to policy ED 08-0 Educational Standards in Credit Courses and Programs (For Decision; [Notice of Motion served June 10, 2024](#))

i. Comments received during the notice of motion period

- c. Proposed revisions to policy ADM 20-0 Program Advisory Committees (For Decision; [Notice of Motion served June 10, 2024](#); proposal includes changing the policy from an Administrative to a Senate policy)

i. Comments received during the notice of motion period (**Note: please see the comment submitted for both policies, ED 08-0 and ADM 20-0, on page 15**)

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6. Reports of Committees

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- a. Academic Planning and Priorities Committee (Items for Decision) — Gillian Balfour

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- b. Educational Programs Committee (Information) — Robert Chambers

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- c. Budget Committee (Information) — Gillian Balfour

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

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i. June 2024

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ii. September 2024

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- e. Teaching and Learning Committee (Information) — Brett McCollum

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- f. International Affairs Committee (Information) — Baihua Chadwick

7. Question Period

8. Next Senate meeting

- a. The next regular meeting of Senate is on Monday, October 28, 2024 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190.

9. Termination of Meeting



MEETING OF THE SENATE

Monday, June 10, 2024
3.30pm to 5.30pm

House of Learning, HL190

MINUTES

Present: Brett Fairbairn (Chair), Greg Anderson, Gillian Balfour, Jason Bermiller, Mike Bluhm, Doug Booth, Susan Butland, Melba D'Souza, Katia Dilkina, Sean Donlan, Greg Garrish, Tania Gottschalk, Anel Jazybayeva, Derek Knox, Gurjit Lalli, Laura Lamb, Rita Leone, Ben Lovely, Heather MacLeod, Krish Maharaj, Bhavish Malhotra, Paul Martin, Daleen Millard, John Patterson, Baldev Pooni, Reshma Pradhan, Gordon Rudolph, Manu Sharma, Darren Watt, Juliana West, Joel Wood

Regrets: David Carter, DeDe DeRose, Yasmin Dean, Jim Lomen, Jamie Noakes, Rani Srivastava, Joanna Urban, Gopi Yerraguntla

Absent: John Church, Mike Henry, Rick McCutcheon, Anne Terwiel

Executive and Others Present: Matt Milovick (VP Finance), Shannon Wagner (VP Research), John Sparks (General Counsel), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

1. Call to Order

The chair, President Brett Fairbairn, called the meeting to order at 3:30pm.

a. Remarks from the Chair

i. Territorial Acknowledgment

B. Fairbairn delivered the territorial acknowledgment.

ii. In Memoriam

B. Fairbairn drew senators' attention to the list circulated with the agenda package and added that Dean Yasmin Dean had also noted the passing of student Kaia Dobbs.

B. Fairbairn invited senators to join him in a moment of silence in memory of the people from the TRU community who had passed away.

iii. Acknowledgment of departing senators

B. Fairbairn acknowledged the following senators whose terms were ending in August and handed certificates to those present:

- a. Anel Jazybayeva (student senator)
- b. Bhavish Malhotra (student senator)
- c. Reshma Pradhan (student senator)
- d. Manu Sharma (faculty senator)
- e. Gopi Yerraguntla (student senator)

2. Adoption of Agenda

B. Fairbairn indicated that senators' agenda packages should contain agenda item 6.c. (Moving Open Learning out of the BC Centre for Open Learning), as the secretariat had sent out a revised agenda with this item added.

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

3. Approval of Minutes

- a. Minutes of senate meeting of May 27, 2024

*On motion duly made and adopted, it was **RESOLVED** that the minutes of the senate meeting of May 27, 2024 be approved as circulated.*

4. Reports of Officers

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

President Fairbairn spoke to his written report, a copy of which had been circulated with the agenda package.

b. Provost and Vice-President Academic

G. Balfour delivered her report orally. She spoke about three items, namely a collaboration with UNBC in relation to graduate programs, work undertaken since 2023 when senate endorsed the concept paper regarding academic integrity, and program review. Discussion ensued.

5. Reports of Committees

a. Academic Planning and Priorities Committee

G. Balfour, chair of the Academic Planning and Priorities Committee (APPC), presented the committee's report. She presented six items for decision by senate, namely four Category III revisions and two graduate course modifications. The following resolutions resulted:

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the Category III Power Engineering Technology Certificate, Power Engineering Technology Diploma (2 Year), Refrigeration and Air Conditioning Certificate, and Welder Foundation Certificate proposals as presented.*

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the Graduate Course modification proposal, EDUC 5040, as presented.*

*On motion duly made and adopted, it was **RESOLVED** that Senate approve the Graduate Course modification proposal, NURS 5100, as presented.*

The report from APPC also contained recommendations to senate to approve three policies, which required notice of motion. G. Balfour reported that, even though the "Official Positions and Spokespeople" policy was addressed in the APPC report, she asked that notice of motion be deferred until that policy could be reviewed by the Board of Governors, to which B. Fairbairn agreed.

Finally, G. Balfour addressed two items contained in the report for information.

b. Educational Programs Committee

S. Smyrl, chair of the Educational Programs Committee, presented the committee's report for information, a copy of which was circulated with the agenda package. She also reiterated that the committee needed two faculty senators and a chair. Senator West volunteered to fill one of the vacant positions and no senators objected.

c. Research Committee

Chair of the Research Committee, S. Wagner, presented the committee's report for information, which had been circulated with the agenda package.

d. Graduate Studies Committee

J. Harvey, chair of the Graduate Studies Committee, was not present at senate to speak to the report, which was circulated with the agenda package.

e. University Tenure and Promotion Committee

Chair of the University Tenure and Promotion Committee, G. Balfour, presented the committee's report, everything within which was for information.

6. Business

a. Election of vice-chair at September senate meeting

B. Fairbairn reminded senators that they would need to elect a vice-chair at the September senate meeting and encouraged senators to think about this opportunity over the summer.

b. Winter 2024 election results

M. Bluhm spoke to the election results, which had been circulated with the agenda package.

c. Moving Open Learning out of the BC Centre for Open Learning

B. Fairbairn explained the governance related to space allocation, which he indicated was the exclusive jurisdiction of the board, delegated to administration under the day-to-day operations of the university. He added that, although senate had no decision-making role in this matter, it would be appropriate for senators to discuss any potential academic implications of moving Open Learning out of the BC Centre for Open Learning. G. Balfour presented and then she and M. Milovick responded to questions and comments.

7. Presentation

a. Domestic enrolment targets

M. Bluhm delivered a presentation on domestic enrolment targets. Discussion ensued.

8. Question Period

Given there was no meeting time remaining, there was no Question Period.

9. Next Senate meeting

a. The next regular meeting of Senate is on Monday, September 23, 2024 from 3.30-5.30 pm in the Brown Family House of Learning, Room HL190.

10. Termination of Meeting

There being no further business, the meeting was terminated at 5:30pm.

INDIGENOUS RESEARCHER ELECTED AS ROYAL SOCIETY OF CANADA FELLOW — Dr. Rod McCormick, a member of the Mohawk (Kanien'kéha) First Nation and a professor and BC Innovation Chair in Indigenous Health at TRU, has been recognized for his scholarly achievements by the [Royal Society of Canada](#) (RSC).

Rod is [among 104 new Fellows](#) who have been elected by their peers for their outstanding scholarly, scientific and artistic achievements. Recognition by the RSC is the highest honour an individual can achieve in the Arts and Humanities, Social Sciences and Science. Rod's research has attracted more than \$50 million in funding in the areas of Indigenous health and mental health, suicide prevention, capacity building and community wellness. As a global expert in his field, McCormick regularly shares his knowledge with Indigenous communities, provincial and national governments and international organizations.

Please join me in congratulating Rod on this remarkable achievement!

ENROLLMENT SUMMARY FALL 2024 — According to IPE data, TRU is on track in 2024/25 to have 29,500 students, down marginally by 0.5 per cent compared to the previous year. This number represents the total number of individuals (headcount) who engage with TRU educationally within a 12-month period, and as such is a key indicator of our reach and fulfillment of our mission. With this number, TRU is a medium-large institution in the Canadian postsecondary landscape (fifth largest in B.C.)

TRU's student population — In 2024/25, 14,800 of TRU's students will be studying in-person (in-person, hybrid, or synchronously online), 14,700 will be entirely online through asynchronous Open Learning, and 2,600 will combine Open Learning with other modalities during the year. Compared to previous years, the proportion of students who combine both in-person and online learning is increasing. Of the total number of students, nine per cent are identified as Indigenous in British Columbia's self-declaration system. Nearly 25 per cent of TRU's students are international students.

Noteworthy changes — While TRU has been affected by a sharp decline in new, incoming international students, it will take several years for this trend to have full impact. For 2024-25, this will result in an overall international student headcount decline of six per cent. A portion of this reduction is due to institutional measures that aimed to intentionally reduce the number on-campus international students.

Across all modalities, domestic (Canadian) applications are tracking two per cent higher than last year and the total number of domestic students is expected to grow by a slightly larger margin due to increased conversion and retention rates. TRU's Williams Lake campus is on track to exceed last year's enrolment by approximately 40 per cent.

Other considerations — TRU's largest source of revenue is student fees. The revenue impact of changes in enrolment is determined by course registrations and tuition rates. International in-person/synchronous registrations will be down 16 per cent this year, domestic in-person/synchronous registrations will be flat, and Open Learning (asynchronous online) registrations are projected to be up six per cent.

Also, B.C.'s Ministry of Advanced Education and Skills Training calculates a "utilization rate" which will increase to about 94 per cent this year due to growth in domestic student headcount.

INTERNATIONAL RECRUITING — Canada's changes to study permits, postgraduate work permits, and related rules have created considerable uncertainty among prospective international students abroad and have led to a sharp decline of about 45 per cent across the country. Of note, declining applications mean that Canada will not meet the cap numbers announced in January 2024. TRU is responding by changing our recruitment practices to come as close as possible to our academic goals and the targets in our Strategic Enrolment Management plan. More specifically, we are:

- Shifting recruitment focus and developing new markets: Prioritize recruitment efforts in regions less sensitive to ICRC's policy change, particularly around postgraduate work rights, such as countries in Latin America. Returning to previously explored markets such as Mid and East Asia.
- Strengthening High School Outreach: Increase recruitment activities at international high schools
- Expanding Capacity for High-Demand Programs: Working with campus partners to develop infrastructure and resources to support high-demand fields like Health Care Assistant, Computer Science, Master of Data Science, one-year course-based Master's programs, and trades.
- Investing in high-performing agents: Create performance-based incentives for key agents to ensure they maintain or exceed their current performance levels and stay with TRU despite it being easier to recruit for other countries in the new IRCC context.
- Enhancing Scholarship Offerings: Improve entry scholarship packages to attract high-achieving students, diversify the student body, and mitigate the effects of tuition increases.

- Developing Strong TNE Partnerships: Build quality Transnational Education (TNE) partnerships to open new recruitment channels and expand international reach.
- Expanding Visiting Student Campaigns: Increase efforts to recruit fee-paying visiting students.
- Implementing an Enhanced Communication Strategy to highlight TRU's value proposition, ie: student services, housing, mental health, etc.

This year, we are focusing a lot of effort on students who expressed an interest previously, especially those whose admission was deferred. We have also been targeting recruitment efforts in countries where Canada has a high rate of approving study permits.

With these extraordinary efforts in place, TRU welcomed 679 new international students for Fall 2024. This number is lower than a year ago but meets overall SEM targets. However, the numbers this term are buoyed by deferrals from previous recruitment cycles, and it may be difficult to achieve similar levels in Winter 2025 and beyond.

TRU AND BC ON PANEL ABOUT APPROACH TO FIGHTING WILDFIRES — TRU had the opportunity this past summer to join a panel session at the Pacific Northwest Economic Region's annual conference in Whistler addressing the challenges posed by climate change and wildfires.

Dr. Mike Flannigan and I joined B.C. Forests Minister Bruce Ralston and others for a panel discussion called *Fire Knows No Borders: Enhancing Disaster Response Capabilities through Technology and Collaboration*. Minister Ralston told the crowd the government's main goal in the face of wildfires is keeping people safe. At the gathering of more than 600 officials from state, provincial, and territorial governments, I shared information about TRU Wildfire, and Dr. Flannigan provided insights on wildfire trends.

Minister Ralston noted that the summer of 2023 was an especially tough fire season. Following the end of the season, the government struck a task force and conducted a review, which led to a series of recommendations. One significant recommendation was the need to enhance wildfire training, research and science, leading to B.C. Premier David Eby's announcement in April to create a first-of-its-kind training and research institute at Thompson Rivers University.

TRU Wildfire will link research, education, training and innovation to create a new model for interagency partnership and collaboration in wildfire mitigation, response and recovery. It will also work to incorporate Indigenous knowledge about cultural fires with cutting-edge science to produce more comprehensive wildfire mitigation and response strategies.

In early June, VP Research Shannon Wagner and VP Advancement Brian Daly represented TRU at the meeting of Canadian Council of Forest Ministers in Cranbrook on the invitation of the Honourable Bruce Ralston, Minister of Forests, Government of British Columbia.

Shannon and Brian met with forest officials from provincial and territorial governments across Canada, sharing information on TRU Wildfire, our research, education, training and innovation partnership with the BC Wildfire Service.

CONVERSATION ON CULTURE — Through the results of survey and feedback sessions held in the spring and early summer, we are at a positive place in setting an intentional path forward focused on collective responsibility and accountability for our workplace culture.

The Provost and the Dean of EDSW will continue to support this work, partnering with the Associate Vice President of People and Culture Shayne Olsen in further review of the feedback to develop a university-wide action plan. While there are actions yet to consider, there are also actions we can take right away, and are already taking. As President, and on behalf of the senior executive, I have committed to actions related to values, transparency and communication, education and access to complaint processes.

We have updated [our internal SharePoint resources](#) to reflect these actions and the next steps. I encourage everyone to review developments in this important initiative at TRU.

TRU OPEN HOUSE 2024 — TRU will open its doors at the Kamloops campus to the community on Saturday, October 19, from 9 a.m. to 2:30 p.m. The event begins with check-in at 9 a.m. and kick off at 9:30 a.m. Open House headquarters are just outside the Campus Activity Centre at the main stage.

This year's Open House is designed to engage a diverse audience. Prospective students can explore TRU's academic programs and connect with faculty and staff. Families and community members are also encouraged to interact with university representatives and enjoy a variety of activities, including the Haunted Physics Lab, Solar Stargazing and a Fun Zone featuring cotton candy, games and photo opportunities with Wolfie, the Wolf Pack mascot.

Additional attractions include a barbeque and prize draws, with giveaways such as a full-semester tuition credit, an Apple Watch, Air Pods and TRU merchandise. I encourage everyone at TRU to mark the date and come out to join in the celebration of our campus.

GOVERNMENT RELATIONS — On October 19, 2024, British Columbians will be voting to elect our provincial government. Over the past six months, I and members of the executive team have had the opportunity to meet with all party leaders.

We have briefed them on TRU priorities, including the TRU Wildfire partnership with the BC Wildfire Service, our priority infrastructure projects, and our sustainability goals. I look forward to continuing working with the Premier (whoever it may be) following the election.

In another GR-related effort, TRU and other members of Universities Canada continue to engage with the federal government's initiative to establish a new overarching agency that would coordinate the efforts of Canada's three primary research granting councils: the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR).

The proposal for a capstone agency stems from a recognized need to enhance the coordination and efficiency of research funding in Canada. The current structure, with separate agencies for different research domains, sometimes leads to overlaps, gaps, and administrative complexities. By creating a unified agency, the government hopes to streamline processes, foster interdisciplinary research, and better align funding with national priorities.

TRU and other universities are participating in consultations to provide insights and feedback on the proposed agency's structure and mandate. They advocate for a model that considers the needs of institutions of varying sizes and research capacities, ensuring equitable access to funding opportunities.

Universities Canada is working with its members to develop policy recommendations that emphasize the importance of supporting fundamental research across all disciplines.

NALOXONE KITS AND TRAINING AVAILABLE — In response to the ongoing opioid crisis — including the toxic drug supply, which affects not only those with addiction but anyone using substances — TRU continues to expand its overdose prevention efforts. Unintentional overdose remains the leading preventable cause of death in B.C., highlighting the critical need for widespread awareness and access to life-saving interventions like naloxone.

Naloxone, a life-saving medication that temporarily reverses opioid overdoses, is now more accessible across our campuses. Kits are available in key locations, ensuring quick access during emergencies. All AED wall cabinets will include nasal naloxone and 21 additional naloxone-specific cabinets have been installed in student residences at Kamloops campus. This means nearly 50 locations on TRU's Kamloops campus will be equipped with emergency life-saving supplies.

If you'd like to obtain a naloxone kit and receive training at Kamloops campus, visit the Wellness Centre in Old Main (OM 1479). They offer brief 15- to 20-minute sessions to help you recognize and respond to an overdose. The Wellness Centre also offers workshops for student and employee groups. I encourage all staff and faculty to participate.

STRENGTHENING RELATIONS IN WILLIAMS LAKE — I'm pleased to share that TRU and the Williams Lake First Nation (WLFN) signed a partnership agreement Monday, September 9. While our relationship between the First Nation and TRU have always been meaningful and productive without an agreement, this partnership formalizes our collaboration in the spirit of respect and friendship.

The agreement includes a commitment to collaborate in development and implementing mutually beneficial and innovative programs for the St'élcelcenc people; to develop trades, training and academic programs while incorporating St'élcelcenc ways of knowing, values and philosophy and to meet in future to discuss ongoing and new initiatives.

SAVE THE DATE FOR FALL FORUM 2024 — I'd like to remind everyone that our annual Fall Forum is taking place [Tuesday, Oct. 22](#), from noon to 1:30 p.m. This annual event features a university update from TRU's senior executive team and an opportunity to ask questions. Options will be available to attend in-person or virtually. Watch for more details coming soon.

TRU BREAKS GROUND ON LCDES, IEC — TRU took a significant step forward in July in its journey to achieve zero carbon emissions with a groundbreaking ceremony for its Low-Carbon District Energy System (LCDES). This project, a collaboration between TRU, Creative Energy and BC Hydro, makes TRU one of the first universities in North America to reach zero carbon.

The ceremony, held at the future site of the Sustainability Powerhouse on the Kamloops campus, was attended by representatives from TRU, Creative Energy and BC Hydro, as well as local government officials and members of the community.

The LCDES will reduce the university's greenhouse gas emissions by 95 per cent — a bold step in combatting climate change. The LCDES will replace the university's aging natural gas boilers with a high-efficiency electrified district heating system powered by renewable electricity. This system will eliminate over 100,000 tonnes of greenhouse gas emissions over the next 30 years — the equivalent of planting a 4,000-acre forest.

As well, TRU will break ground on September 19 for another important building on our campus — the Indigenous Education Centre. This \$22-million investment represents a significant commitment to Truth and Reconciliation at TRU. Providing space to support Indigenous faculty and students will advance efforts to foster cultural understanding, promote Indigenous knowledge, and create a more inclusive learning environment. The Indigenous Education Centre will serve as a hub for community engagement, supporting educational pathways and collaborative initiatives with Indigenous communities.

UNIVERSITIES CANADA ON ANTISEMITISM AND ISLAMAPHOBIA TO JUSTICE, HUMAN RIGHTS COMMITTEE — Gabriel Miller, President and CEO of Universities Canada, addressed the federal

government's Standing Committee on Justice and Human Rights in June, providing submissions on both anti-Semitism and Islamophobia.

He emphasized that Universities Canada condemns antisemitism and Islamophobia and all forms of discrimination and advocates for safe and supportive campus environments. Miller highlighted the organization's efforts, including collaborations with Public Safety, the RCMP, and various universities to enhance safety, prevent hate, and address both.

He noted specific actions taken, such as working with 27 universities to fight antisemitism and Islamophobia and collaborating with various organizations and international counterparts. Miller welcomed practical solutions like equal application of conduct codes, EDI policies, new education programs, and broader use of the IHRA definition to combat antisemitism.

Miller stressed that rising antisemitism in Canada demands a national response and called for bipartisan support. He concluded by emphasizing universities' responsibility to model respectful conduct and dialogue and expressed readiness to address further questions. [Miller's full speech on anti-Semitism can be found here.](#)

Miller also said Universities Canada has been collaborating with the Minister of Diversity, Inclusion and Persons with Disabilities, Kamal Khara; Public Safety Minister Dominic LeBlanc; Deputy Minister Shawn Tupper; Amira Elghawaby, Canada's Special Representative on Combatting Islamophobia; and the National Council of Canadian Muslims. [The full text of his remarks to the committee on Islamophobia can be found here.](#)

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

- RUCBC President's Planning Session – June 17
- China: Attended convocation ceremonies and partner visits June 19 – July 2
- PNWER Summit in Whistler. Guest Speaker – July 22 & 23
- Celebration event for Burns Lake area Indigenous cohort of water treatment operations certificate – July 26
- Vietnamese delegation, MOU signing and lunch – August 26
- New International student orientation – August 29
- LCDES ground-breaking event – August 29
- Back to Class BBQ – September 6
- President's Circle Event – September 7
- People's Republic of China in Vancouver – 75th anniversary celebration – September 12
- RUCBC President's meeting – September 13
- Universities Canada: Meeting with the President – September 16
- Ottawa – Government relations meetings – September 17
- IEC ground-breaking event – September 19

From: [Amy Tucker](#)
To: [Secretariat](#)
Subject: ED 08-0, Educational Standards in Credit Courses and Programs and policy ADM 20-0 Program Advisory Committees
Date: Tuesday, 03 September 2024 08:12:49 AM

Greetings,

I am writing to express a significant concern regarding the new policy changes affecting Open Learning students and OL faculty members at Thompson Rivers University.

The primary issue lies in the potential inequity and lack of clarity in how credits are assigned for non-traditional learning formats, such as distance education or courses with few direct contact hours.

The policy's reliance on "equivalent contact hours" and "reasonable estimates" for assigning credits creates ambiguity and uncertainty, particularly for courses that do not have direct on-campus counterparts.

For students, this uncertainty can cause confusion about their academic progress and lead to anxiety over whether their Open Learning courses will be valued equally in terms of credits and recognition. This could potentially delay graduation or affect their decisions on course selection.

For faculty, the lack of clarity presents challenges in aligning course content with on-campus standards, possibly requiring significant changes in course design and delivery methods without adequate guidance or support.

The absence of clear, standardized criteria for credit assignments in Open Learning risks creating a perceived divide between on-campus and Open Learning students. This could undermine the credibility and attractiveness of Open Learning programs and discourage enrollment or participation in these flexible learning options.

Please consider these concerns and provide clearer guidance and support to ensure equity and transparency in the application of this new policy.

Thank you for your attention to this matter.

Kind Regards,

Amy Tucker, OLFM
Atucker@tru.ca

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

The September 12, 2024, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

For Approval:

TRADES AND TECHNOLOGY ADMISSION CHANGES

- a. **Category III, Heavy Duty Equipment Technician Foundation Certificate**, Amy Schellenberg, School of Trades and Technology
[Comparison](#) [All Fields](#)
- b. **Category III, Horticulture Certificate**, Amy Schellenberg, School of Trades and Technology
[Comparison](#) [All Fields](#)
- c. **Category III, Industrial Mechanic (Millwright)/Machinist Foundation Certificate**, Amy Schellenberg, School of Trades and Technology
[Comparison](#) [All Fields](#)
- d. **Category III, Instrumentation and Control Technician Foundation Certificate**, Amy Schellenberg, School of Trades and Technology
[Comparison](#) [All Fields](#)
- e. **Category III, Plumbing Foundation Certificate**, Amy Schellenberg, School of Trades and Technology
[Comparison](#) [All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Heavy Duty Equipment Technician Foundation Certificate, Horticulture Certificate, Industrial Mechanic (Millwright)/Machinist Foundation Certificate, Instrumentation and Control Technician Foundation Certificate, and Plumbing Foundation Certificate proposals as presented.

ASSOCIATE OF SCIENCE DELETIONS

- a. **Category III, Associate of Science, Biology**, Kara Lefevre, Faculty of Science
[Comparison](#) [All Fields](#)
- b. **Category III, Associate of Science, Chemistry**, Kara Lefevre, Faculty of Science
[Comparison](#) [All Fields](#)
- c. **Category III, Associate of Science, Computing Science**, Kara Lefevre, Faculty of Science

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[Comparison](#)

[All Fields](#)

- d. **Category III, Associate of Science, Geology**, Kara Lefevre, Faculty of Science

[Comparison](#)

[All Fields](#)

- e. **Category III, Associate of Science, Mathematics**, Kara Lefevre, Faculty of Science

[Comparison](#)

[All Fields](#)

- f. **Category III, Associate of Science, Physics**, Kara Lefevre, Faculty of Science

[Comparison](#)

[All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommend to Senate the approval of the Category III Associate of Science, Biology; Associate of Science, Chemistry; Associate of Science, Computing Science; Associate of Science, Geology; Associate of Science, Mathematics; and Associate of Science, Physics proposals as presented.

BA MAJOR IN APPLIED CREATIVE ARTS (NEW PROGRAM)

- a. **Category III, BA Major in Applied Creative Arts**, Robin Nichol, Faculty of Arts

- i. BA Major in Applied Creative Arts

[All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III BA Major in Applied Creative Arts as presented.

EACS CERTIFICATE MODIFICATIONS

- a. **Category III, Education Assistant and Community Support Certificate**, Jay Goddard, Faculty of Education and Social Work

- i. Education Assistant and Community Support Certificate

[Comparison](#)

[All Fields](#)

- ii. CYCA 2400 Human Development- Conception to Late Childhood

[All Fields](#)

- iii. CYCA 2410 Human Development Adolescence to End of Life

[All Fields](#)

- iv. EDCS 1580 Introduction to Inclusive Practices in School and Community

[Comparison](#)

[All Fields](#)

- v. EDCS 1590 Practical Foundations of Education and Community Support

[Comparison](#)

[All Fields](#)

- vi. EDCS 1640 Foundations of Educational and Community Support

APPC REPORT TO SENATE SEPTEMBER 2024

[Comparison](#) [All Fields](#)

- vii. EDCS 1650 Principles of Behaviour

[Comparison](#) [All Fields](#)

- viii. EDCS 1680 Field Work

[Comparison](#) [All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Education Assistant and Community Support Certificate and associated course proposals as presented.

BACHELOR OF ARTS MODIFICATIONS

- a. **Category III, Bachelor of Arts, Major Program**, Mark Wallin, Faculty of Arts

[Comparison](#) All Fields

- b. **Category III, Bachelor of Arts, Co-op Option**, Mark Wallin, Faculty of Arts

[Comparison](#) [All Fields](#)

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Category III Bachelor of Arts, Major Program and Bachelor of Arts, Co-op Option proposals as presented.

POLICY UPDATES

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

Motion passed at APPC

On motion duly made and adopted, APPC recommends to Senate the approval of the Revision Project for Policies Concerning Curriculum and Programs as presented.

- b. **Academic Integrity policy substantial amendment**, Noah Arney, Policy Specialist

Motion passed at APPC

On motion duly made and adopted, APPC endorses the Revision Project for Policies Concerning Curriculum and Programs as amended.

For Information:

- a. **Practical Nursing Final Program Review Report**, Rani Srivastava, Tracy Hoot, and Kim Morris, School of Nursing

Respectfully submitted on September 13, 2024, by:

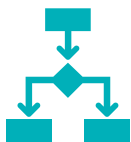
A handwritten signature in blue ink that reads "Gillian Balfour". The signature is written in a cursive, flowing style.

Gillian Balfour, Chair, Academic Planning and Priorities Committee

Revision Project for Policies Concerning Curriculum and Programs

Proposal





Policy Alignment:

Stage 1

Realign current policies to eliminate overlap for clarity and consistency



Policy Compliance:

Stage 2

Correct content in policy that is not compliant with ministry or legal requirements



Policy Improvement:

Stage 3

Revise policy in process of continuous improvement for TRU

The Project: 3 Stages for 3 Problems

Project Goals

- Improved consistency, accountability, and efficiency in program and curriculum development, improvement, and administration.
- Policies aligned with the full complement of program and course offerings at TRU including undergraduate and graduate, academic and vocational, on campus and open learning, credit and non-credit.
- Ensure policy supports institutional mission fulfillment and alignment with government mandates.

Scope

- Included
 - Review and update of **Educational policies** as approved by **Senate** that cover **Programs and Curriculum**
- Excluded
 - Procedures and forms associated with the policies
 - Changes to curricular governance committees of Senate
 - **Board** or **Administrative** policies

Stage 1 Policy Alignment – Complete November 2024

Significant Overlap in Content Across Policies:

- Educational Standards in Credit Courses and Programs (ED 8-0) overlaps with nine policies
- Substantial duplication between Educational Standards in Credit Courses and Programs (ED 8-0) and Types of Undergraduate and Graduate Credentials (ED 16-0)
- Satisfactory academic progress is split between three policies: Satisfactory Academic Progress (ED 3-2), Course and Program Repeaters (ED 3-3), and Academic Renewal (ED 3-10)
- Educational Standards in Credit Courses and Programs (8-0) and Special Courses (ED 2-1) both deal with instructional delivery methods

From Twelve to Nine

Current

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

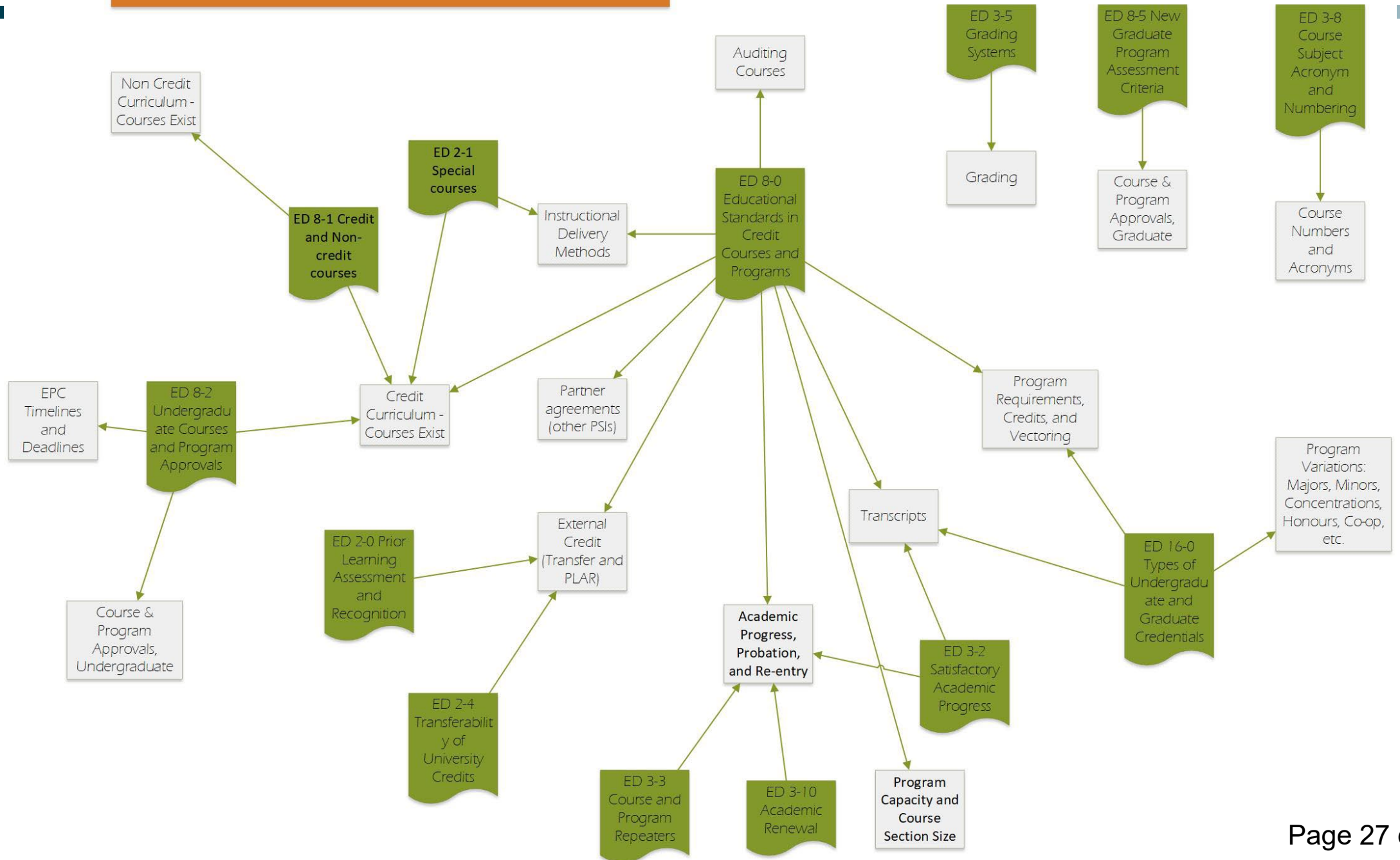
Proposed

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

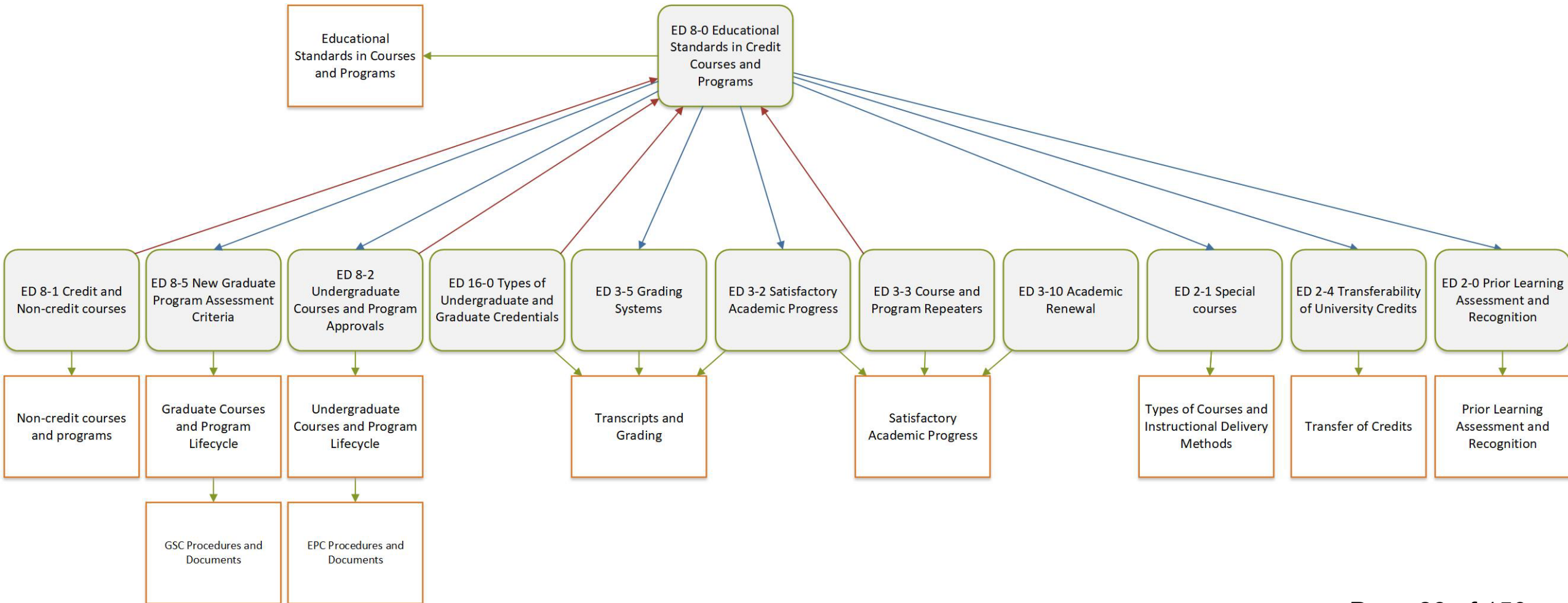
From Twelve to Nine

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

Current policies and the topics they cover



New Policy Alignment



Process and Outcome: Realignment Version

- A draft of realigned policies with no changes in meaning, intent, or implementation
- Shared with university community
- Brought to Policy Subcommittee of APPC and APPC for endorsement in principle
- Brought to Senate for Information
 - November 2024

Stage 2 Policy Compliance – Complete February 2025

Discrepancies, Gaps and Non-compliance in Policy Content:

- Course and program lifecycle issues
 - Lack of information on Faculty recommended abeyance and closure
 - Graduate programs policies are primarily procedural rather than standards and approval process
 - Programs and courses including Indigenous content lack a requirement to engage with Indigenous communities and groups
- Clarity issues
 - Terms used to describe program types
 - Transcripts, auditing, and vectoring
 - Open Learning and Graduate Studies course and programs
 - Work-Integrated Learning and Experiential Learning are not properly addressed in policy

Stage 2 Policy Compliance – Complete February 2025

Discrepancies, Gaps and Non-compliance in Policy Content:

- Degree Quality Assessment Board compliance
 - Majors, minors, and some other program types are not in alignment with new DQAB requirements
 - Some processes and terms not in alignment with DQAB requirements
- Discrepancies
 - Alignment between Undergraduate Courses and Program Approvals (ED 8-2) and Graduate Program Assessment Criteria (ED 8-5)
 - Satisfactory Academic Progress (ED 3-2) doesn't align with requirements for graduate students

Process: Engagement Sessions

- Broad engagement to identify more issues and discrepancies in the policies
 - Includes discussion of matters relating to GenderBased Analysis+ and diversity
 - Includes discussion of courses and programs with Indigenous content and requirements to engage with Indigenous communities and groups
- Specific engagement on the question: **How do we define and distinguish the undergraduate and graduate courses and credentials we offer?**
 - This is to align our program and course types between tuition fee schedule, policies, and other TRU documents which all used different categories to describe our programs and courses.
 - This will involve looking at the types of courses and programs we offer and the descriptions in the DQAB documents, and the types of courses and programs offered by comparable universities.

Outcomes: Updated Version

- Drafts of updated policies with the minimum changes to resolve issues and compliance
- Shared with university community in redline version
- Brought to Policy Subcommittee of APPC and APPC for endorsement in principle
- Brought to Senate for information
 - February 2025

Stage 3 Policy Improvement – Complete May 2025

Commitment to continuous policy improvement starts with:

- Residency requirement issues
 - Students wanting to retake programs or partial programs
 - Residency differences between on campus and open learning (60 credits vs 15 credits)
 - Credit requirement alignment between double majors, multiple programs, program retaking, external transfer credits, and PLAR credits
- Program approval process and lifecycle
 - Some of our course and program approval processes lack the proper approval of Senate
 - Responsibilities and purpose of each person or group in the program/course approval
 - Program and course creation, change, pausing, and closing

Process: Engagement Sessions

- **What is required for a degree to be a TRU degree?**
 - This speaks to our residency requirements which are currently different depending on where a person's prior education was done, and whether the program is OL or On Campus.
 - This will include comparing requirements for transfer and residency as well as for students changing majors, adding additional majors, returning to TRU for more programs, and international credential recognition.
- **What should the process, review, and approvals be for a program's lifecycle?**
 - How does a program move from development to approval to changes to abeyance to closure; who must be consulted, who must approve.
 - This will include reviewing our current process, comparable universities processes, and the legislative and DQAB requirements our process operates under.

Outcomes: Revised Version

- A draft of revised policies with changes resulting from university community feedback and discussion
- Shared with university community for additional feedback and discussion
- Brought to Policy Subcommittee of APPC and APPC for approval
- Brought to Senate for notice of motion and approval
 - May 2025

Programs and Courses Out of Compliance

- Changing the policies will not require immediate changes in any courses or programs which are no longer in alignment with the policies
- For program approval and criteria related policies it will only apply to courses and programs if they are new or have changes proposed to them
- For Registrar related policies (transcripts, transfer, etc.) it will apply to all of those matters going forward once approved



Questions?





Revision Project for Policies Concerning Curriculum and Programs

Programs and Curriculum Policy Revision Project

Report and proposal prepared for Thompson Rivers University Senate

September 12, 2024

Project Team: Noah Arney, Nicole Borhaven, Shelley Church, Susan Forseille, Dr. Shannon Smyrl

Introduction

In early 2024 the Policy Specialist, Noah Arney, identified a number of concerns in the current policies governing programs and curriculum. Because these policies overlapped in a substantial way the Policy Specialist proposed a project to review them all for discrepancies, issues, and overlap and to propose a set of updated policies that would be easier to update in the future as the needs of Thompson Rivers University (TRU) change. As this was happening, a new set of guidelines from the Degree Quality Assessment Board (DQAB) were announced and made available, resulting in more adjustments that are needed in TRU policies to align with them.

The project was divided into two phases. Phase one would do early engagement to gather feedback on the policies around programs and curriculum and prepare a presentation for Senate to share with them information on issues, inconsistencies, and discrepancies, and to propose a new policy alignment. If Senate agreed to reviewing the policies identified, then phase two would begin. Phase two would include engagement and consultation on the issues in the policies and on a small number of crucial questions that arose during the review phase. This feedback would allow development of a new set of policies to replace the prior ones, which would then be proposed to Senate for approval.

This report provides an overview of the phase one information and a request for Senate to approve the three stages of Policy Alignment, Policy Compliance, and Policy Improvement, with regular reporting back to Senate and a final proposal of new program and curriculum policies for Senate to decide on.

Senate Request Brief

A request to Senate to approve the review, engagement, and revision, through the three stages discussed in this report, with regular reporting back to Senate, and a creation of realigned policies decreasing the programs and curriculum policies from 12 to 9, updated policies which make the minimum changes to solve issues, and revised policies with proposed substantial changes.

Proposed Motion

RESOLVED that senate initiate a review of the Educational (ED) policies that cover programs and curriculum, as presented, to be led by the Policy Specialist.

Early Engagement Feedback

The following discrepancies, issues, and overlap in our programs and curriculum policies were identified after engagement with subject matter experts at TRU including those overseeing and applying the various policies. There are more concerns raised than can be addressed through the proposed policy revision, but many would be.

Discrepancies

Differences between current policies that create confusion.

- Lack of clarity around transfer and residency requirements
 - Students wanting to retake programs or partial programs
 - Residency differences between on campus and open learning (60 credits vs 15 credits)
 - Credit requirement alignment between double majors, multiple programs, program retaking, external transfer credits, and PLAR credits
- The following terms are used to describe our program types in our policies and guiding documents:
 - Academic, Apprenticeship, Associate Degree, Baccalaureate, Career/Tech, Certificate, Continuing Education, Co-op, Developmental, Diploma, English as a Second or Additional Language, Graduate, Graduate Certificate, Graduate Diploma, Law, Master's, Open Learning, Post-Bacc Certificate, Post-Bacc Diploma, Professional Degree, Undergraduate, Undergraduate Academic on campus, Undergraduate academic/career/developmental, University & Employment Prep, University preparation (ABE), Vocational, Vocational full-time, Vocational: Apprenticeship, Vocational: Foundation
- The following terms are used to describe our course types in our policies and guiding documents:
 - Academic, Adult Basic Education (ABE), Apprenticeships, Career technical courses, Career/Tech, Clinical, Co-operative education, Developmental, ESL, EST, Fieldwork, Internship, Lab, Lecture, Practica, Practicum, Seminar, Shop, Studio, Vocational, Work placements
- Course taking students require permission of each instructor to take courses, program students with the same prerequisites do not
- Undergraduate Courses and Program Approvals (ED 8-2) and Graduate Program Assessment Criteria (ED 8-5) don't align on process
- Satisfactory Academic Progress (ED 3-2) doesn't align with requirements for graduate students as they are withdrawn from their program before their GPA can drop to the level of academic probation.
- Open Learning Regulations and Policy
 - Transfer credit wording is slightly different from policy
 - OL uses transcript notations that aren't in the Grading Systems policy
 - OL has specific information on graduation requirements that are slightly different from policy, but may be a difference in wording rather than intent

- Academic renewal doesn't apply to OL with no reasoning given
- Credit and Non-Credit Courses policy applies to OL but has language about requiring faculty approval that isn't possible
- Some non-credit courses exist in OL and this isn't spoken to through the Credit and Non-Credit Courses policy
- OL Residency requirements of "6 credits for a certificate, minimum of 9 credits for a diploma and minimum of 15 credits for a bachelor's degree" should be in policy
- If a student brings in Transfer (doesn't count as residence) as well as PLAR (does count as residency) they can technically complete a program without taking classes, that isn't the intent of the policy and should be fixed.

Issues

Problems within the current policies that have been identified.

- Undergraduate programs have information on creation and change but not on abeyance and closure
- Graduate programs policies are focused on procedure and outlining what is in the form rather than standards and approval process
- Programs and courses including Indigenous content lack a requirement to engage with Indigenous communities and groups
- Some of our course and program approval processes lack the proper approval of Senate
- Course and program vectoring does not align with course types and confusion about updating vectoring
- Transcripts and auditing are unclear
- Majors, minors, and some other program types are not in alignment with new DQAB requirements and lack clarity about lower-level classes required to access the upper-level requirements
- Directed studies is not in alignment with DQAB requirements
- Lack of information about non-credit courses and programs and when they fall under the approval of Senate
- Lack of clarity around Open Learning courses and programs
- Lack of clarity around Graduate Studies courses and programs
- Lack of clarity around orphaned or obsolete courses
- ILOs should be mentioned in policy
- PLAR policy is out of date and needs revision
- Work-Integrated Learning and Experiential Learning are not properly addressed in policy
- Lack of clarity around the role of each person or group in the program/course approval

Overlap

Places where two policies speak to the same topic in a substantial way that would lead to problems if either policy was changed without changing the other.

- Substantial duplication between Educational Standards in Credit Courses and Programs (ED 8-0) and Types of Undergraduate and Graduate Credentials (ED 16-0)

- Educational Standards in Credit Courses and Programs (ED 8-0) overlaps with nine policies
- Satisfactory academic progress is split between three policies: Satisfactory Academic Progress (ED 3-2), Course and Program Repeaters (ED 3-3), and Academic Renewal (ED 3-10)
- Auditing courses is dealt with separately from transcripts and grading
- Two policies, Educational Standards in Credit Courses and Programs (8-0) and Special Courses (ED 2-1) deal with instructional delivery methods

Stage 1: Policy Alignment

Address overlap in policy:

- Educational Standards in Credit Courses and Programs (ED 8-0) overlaps with nine policies
- Substantial duplication between Educational Standards in Credit Courses and Programs (ED 8-0) and Types of Undergraduate and Graduate Credentials (ED 16-0)
- Satisfactory academic progress is split between three policies: Satisfactory Academic Progress (ED 3-2), Course and Program Repeaters (ED 3-3), and Academic Renewal (ED 3-10)
- Educational Standards in Credit Courses and Programs (8-0) and Special Courses (ED 2-1) both deal with instructional delivery methods

The first step on this revision project is to take the policies as written and realign them into policies that do not overlap with other policies. This realignment would not include any changes in meaning, intent, or implementation but may include modernizing language that does not change the meaning, intent, or implementation. This will be developed by the Policy Specialist with the support of the project team. The realignment versions will be shared with the university community, brought to the Policy Subcommittee of APPC for endorsement, and brought to APPC and Senate for information.

Alignment Proposal

The policies under consideration were assessed for overlapping topics, then assigned to various themes. During this one of the policies under consideration (Course Subject Acronym and Numbering) was removed from the project for having no overlap with the rest of the policies. The proposed realignment of policies was then made to move from 12 policies to 9 with no overlapping topics. A visualization of the realignment is in Appendix 2.

Current Policies	Changes	New Policy
Educational Standards in Credit Courses and Programs (ED 8-0)	Removing overlapping topics and moving them to other policies	Educational Standards in Credit Courses and Programs (ED 8-0)
Credit and Non-credit courses (ED 8-1)	Moving credit courses to Educational Standards in Credit Courses and Programs, leaving the rest in this policy	Non-credit Courses and Programs (ED 8-1)
New Graduate Program Assessment Criteria (ED 8-5)	Removing procedures and forms	Graduate Course and Program Lifecycle (ED 8-5)

Undergraduate Courses and Program Approvals (ED 8-2)	Removing overlapping topics, procedures, and forms	Undergraduate Course and Program Lifecycle (ED 8-2)
Types of Undergraduate and Graduate Credentials (ED 16-0)	Splitting into Educational Standards in Credit Courses and Programs and Transcripts and Grading	n/a
Course and Program Repeaters (ED 3-3)	Splitting into Educational Standards in Credit Courses and Programs and Satisfactory Academic Progress	n/a
Grading Systems (ED 3-5)	Adding information on transcripts and auditing	Transcripts and Grading (ED 3-5)
Satisfactory Academic Progress (ED 3-2)	Removing transcript specific information	Satisfactory Academic Progress (ED 3-2)
Academic Renewal (ED 3-10)	Merging into Satisfactory Academic Progress	n/a
Special Courses (ED 2-1)	Adding information on all delivery methods, mostly from Educational Standards in Credit Courses and Programs	Types of Courses and Instructional Delivery Methods (ED 2-1)
Transferability of University Credits (ED 2-4)	Adding information on transfer credit, mostly from Educational Standards in Credit Courses and Programs	Transfer of Credits (ED 2-4)
Prior Learning Assessment and Recognition (ED 2-0)	Adding information on PLAR, mostly from Educational Standards in Credit Courses and Programs	Prior Learning Assessment and Recognition (ED 2-0)

Realignment Version

The first step of the proposal is to develop a draft of realigned policies with no changes in meaning, intent, or implementation. This would then be shared with university community but would not be in redline as the changes will impact the entire documents, though no changes will be substantial. These drafts will be brought to Policy Subcommittee of APPC and APPC for endorsement in principle and brought to Senate for Information. They will form the versions from which any further work is done, with the further changes in redline.

Stage 2: Policy Compliance

Address Discrepancies, Gaps, and Non-compliance in policy:

- Course and program lifecycle issues
 - Lack of information on Faculty recommended abeyance and closure
 - Graduate programs policies are primarily procedural rather than standards and approval process
 - Programs and courses including Indigenous content lack a requirement to engage with Indigenous communities and groups
- Clarity issues
 - Terms used to describe program types

- Transcripts, auditing, and vectoring
- Open Learning and Graduate Studies course and programs
- Work-Integrated Learning and Experiential Learning are not properly addressed in policy
- Degree Quality Assessment Board compliance
 - Majors, minors, and some other program types are not in alignment with new DQAB requirements
 - Some processes and terms not in alignment with DQAB requirements
- Discrepancies
 - Alignment between Undergraduate Courses and Program Approvals (ED 8-2) and Graduate Program Assessment Criteria (ED 8-5)
 - Satisfactory Academic Progress (ED 3-2) doesn't align with requirements for graduate students

Engagement

During the engagement sessions at least two sessions, one to be held in person, will be planned for members of the TRU community to share their feedback on the policy issues and concerns related to policy compliance including one key topic that will guide any substantive changes to the policies.

Engagement Topics:

- Broad engagement to identify more issues and discrepancies in the policies
 - Includes discussion of matters relating to GenderBased Analysis+ and diversity
 - Includes discussion of courses and programs with Indigenous content and requirements to engage with Indigenous communities and groups
- Specific engagement on the question: How do we define and distinguish the undergraduate and graduate courses and credentials we offer?
 - This is to align our program and course types between tuition fee schedule, policies, and other TRU documents which all used different categories to describe our programs and courses.
 - This will involve looking at the types of courses and programs we offer and the descriptions in the DQAB documents, and the types of courses and programs offered by comparable universities.

Updated Version

Once the policy realignment and engagement sessions are completed a version with the required changes to address the discrepancies and issues, including required changes due to the changes in DQAB will be created by the project team. This will be done as a redlined version to show where the substantive changes are in policy. The potential changes that were brought forward through this project that are not required to address issues and discrepancies will not be included as part of this. The updated versions will be shared with the university community, brought to the Policy Subcommittee of APPC for endorsement, and brought to APPC and Senate for information.

Stage 3: Policy Improvement

Commitment to continuous policy improvement starts with:

- Residency requirement issues
 - Students wanting to retake programs or partial programs
 - Residency differences between on campus and open learning (60 credits vs 15 credits)
 - Credit requirement alignment between double majors, multiple programs, program retaking, external transfer credits, and PLAR credits
- Program approval process and lifecycle
 - Some of our course and program approval processes lack the proper approval of Senate
 - Responsibilities and purpose of each person or group in the program/course approval
 - Program and course creation, change, pausing, and closing

Engagement

During the engagement sessions at least four sessions, two to be held in person, will be planned for members of the TRU community to share their feedback on the policy realignment, issues and concerns in the policies, and on three topics that will guide any substantive changes to the policies.

Engagement Topics:

- What is required for a degree to be a TRU degree?
 - This speaks to our residency requirements which are currently different depending on where a person's prior education was done, and whether the program is OL or On Campus.
 - This will include comparing requirements for transfer and residency as well as for students changing majors, adding additional majors, returning to TRU for more programs, and international credential recognition.
- What should the process, review, and approvals be for a program's lifecycle?
 - How does a program move from development to approval to changes to abeyance to closure; who must be consulted, who must approve.
 - This will include reviewing our current process, comparable universities processes, and the legislative and DQAB requirements our process operates under.

Revised Version

The final version of the policies will be revised with the non-required substantive changes brought forward during the engagement sessions. These changes will be done in consultation between the project team and the Policy Subcommittee of APPC and will be shared broadly for additional feedback from the university community and then brought to APPC for discussion and feedback. The revised versions will then be shared with the university community, brought to the Policy Subcommittee of APPC for endorsement, and brought to APPC for approval and Senate for notice of motion and approval.

Senate Request

Because this is taking twelve policies and realigning them into nine I am requesting that Senate approve this policy review. It will include substantial engagement with members of the university community and will create three versions of the new policies:

- Realignment Versions: which are a realignment without changes
- Updated Versions: which make the minimum changes to resolve the discrepancies and issues
- Revised Versions: which included the changes resulting from university community feedback and discussion

During the engagement sessions at least six sessions, three to be held in person, will be planned for members of the TRU community to share their feedback on the policy realignment, issues and concerns in the policies, and on three topics that will guide any substantive changes to the policies.

Proposed Motion

RESOLVED that senate initiate a review of the Educational (ED) policies that cover programs and curriculum, as presented, to be led by the Policy Specialist.

Appendix 1: Programs and Curriculum Policy Revision Project

Project Overview

Project Background/Purpose

- During policy review thirteen Senate approved policies were identified as being linked together under the broad network of programs and curriculum. The two core policies of the network are Educational Standards in Credit Courses and Programs (ED 8-0) and Credit and Non-Credit Courses (ED 8-1).
- These two policies were updated last in 2009 and 2004 respectively.
- Several changes to the Educational Standards in Credit Courses and Programs policy have been proposed which provide some urgent fixes to the policy but there are other structural issues in these two policies and the other policies that connect to this network.
- Many of the policies in the network overlap in a way that means they must be updated at the same time, while others are policies that have created problems with the implementation of our course and program approval processes, leading to uncertainty in process and slowing the progress of curriculum renewal.
- The creation, change, pausing (abeyance), and closing of programs is not aligned with all of the program offerings TRU has, and abeyance does not currently exist in policy.
- Changes to DQAB will require us to make substantial changes to our program and curriculum policies in the next 8 months.
- Under the new Policy Development and Approval policy as well as the updated terms of reference for the Policy Subcommittee of APPC, this work should be guided by the Policy Subcommittee of APPC.
- This project's purpose is to update the entire network of programs and curriculum policies together.

Project Objectives

- To improve consistency, accountability, and efficiency in program and curriculum development, improvement, and administration.
- To align policies with the full spread of program and course offerings at TRU including undergraduate and graduate, academic and vocational, on campus and open learning, credit and non-credit.
- To support institutional mission fulfillment and alignment with government mandates.

Scope

- Identification of policies within the network and other policies, including Administrative and Board policies that may be best to be updated at the same time.
- Development of themes within the policies and proposal of a new structure for the policies in the network.
- Identification of discrepancies between TRU policies for On Campus courses and Open Learning courses.
- Identification of discrepancies between TRU policies and government mandates, legislation, and regulation.
- Engagement with those impacted by and implementing the policies to determine issues, inconsistencies, and confusions within them.

- Proposing changes to the policies to align with a new structure and to remove issues, inconsistencies, confusions, and discrepancies.
- Creation of a set of new policies to replace the current policies in the network proposed to APPC and Senate.

Excluded from Scope

- Development of associated procedures for the policies.
- Changes to curricular governance committees of Senate.
- Changes to reporting or engagement with provincial government.
- Proposals of changes that cannot be implemented directly by TRU’s governing bodies.
- Formal Review and Approval of any policy proposals recommended to Board or Administration.

Assumptions

- All curricular governance exists under the Thompson Rivers University and University acts of BC.
- The Educational (ED) policies developed will need to be reviewed by the Policy Subcommittee of APPC and approved by APPC and Senate.
- Any Board (BRD) or Admin (ADM) policy changes recommended by this project would need to be submitted to the appropriate process and may not be completed during the schedule of the project.

Project team

Name	Title
Noah Arney	Policy Specialist
Susan Forseille (Nicole Borhaven while Susan is on leave)	PLAR Director
Shannon Smyrl	Director, Mission Fulfilment and Quality Assurance
Shelley Church	Curricular Governance

Project schedule

- Phase 1: Preparation for Senate Presentation July 2024 – September 2024
 - Project start up, develop project team and documents
 - Bring information together to present to Senate on issues, inconsistencies, and discrepancies in the policies and propose a new policy alignment.
- Phase 2: Engagement and Development October 2024 – June 2025
 - Consultation and updating of the policies and submission for approval to Senate
 - Final policy review
 - Policy approval proposal

Milestones

#	Milestone Description	Planned Start Date	Planned Completion Date
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Phase 1	Preparation for Senate Presentation	July 10, 2024	September 23, 2024
1.1	Theme development	July 10, 2024	July 22, 2024
1.2	Policy Network identification	July 10, 2024	July 22, 2024
1.3	Primary stakeholder and SME engagement sessions	July 23, 2024	September 3, 2024
1.4	Government mandate, legislation, and regulation review	July 15, 2024	September 6, 2024
1.5	Development of potential policy alignment	August 1, 2024	September 6, 2024
1.6	Creation of issues, inconsistencies, confusions, and discrepancies report	August 1, 2024	September 16, 2024
1.7	Develop policy alignment draft	August 19, 2024	September 16, 2024
1.8	Proposal to Senate	September 1, 2024	September 23, 2024
Phase 2	Engagement and Development	September 24, 2024	June 9, 2025
2.1	Pre-Writing engagement sessions	September 24, 2024	November 15, 2024
2.2	Creation of new policy alignment	October 15, 2024	November 29, 2024
2.3	Updating of policy content and policy writing	November 1, 2024	January 27, 2025
2.4	Review of new policies by Policy Subcommittee of APPC	January 16, 2025	May 1, 2025
2.5	Proposal of new policies to the Community	January 28, 2025	March 13, 2025
2.6	Engagement with community regarding new policies	January 28, 2025	May 1, 2025
2.7	Review of policies by APPC	February 13, 2025	May 15, 2025
2.8	Approval of policies by Senate	February 24, 2025	June 9, 2025

Early Engagement

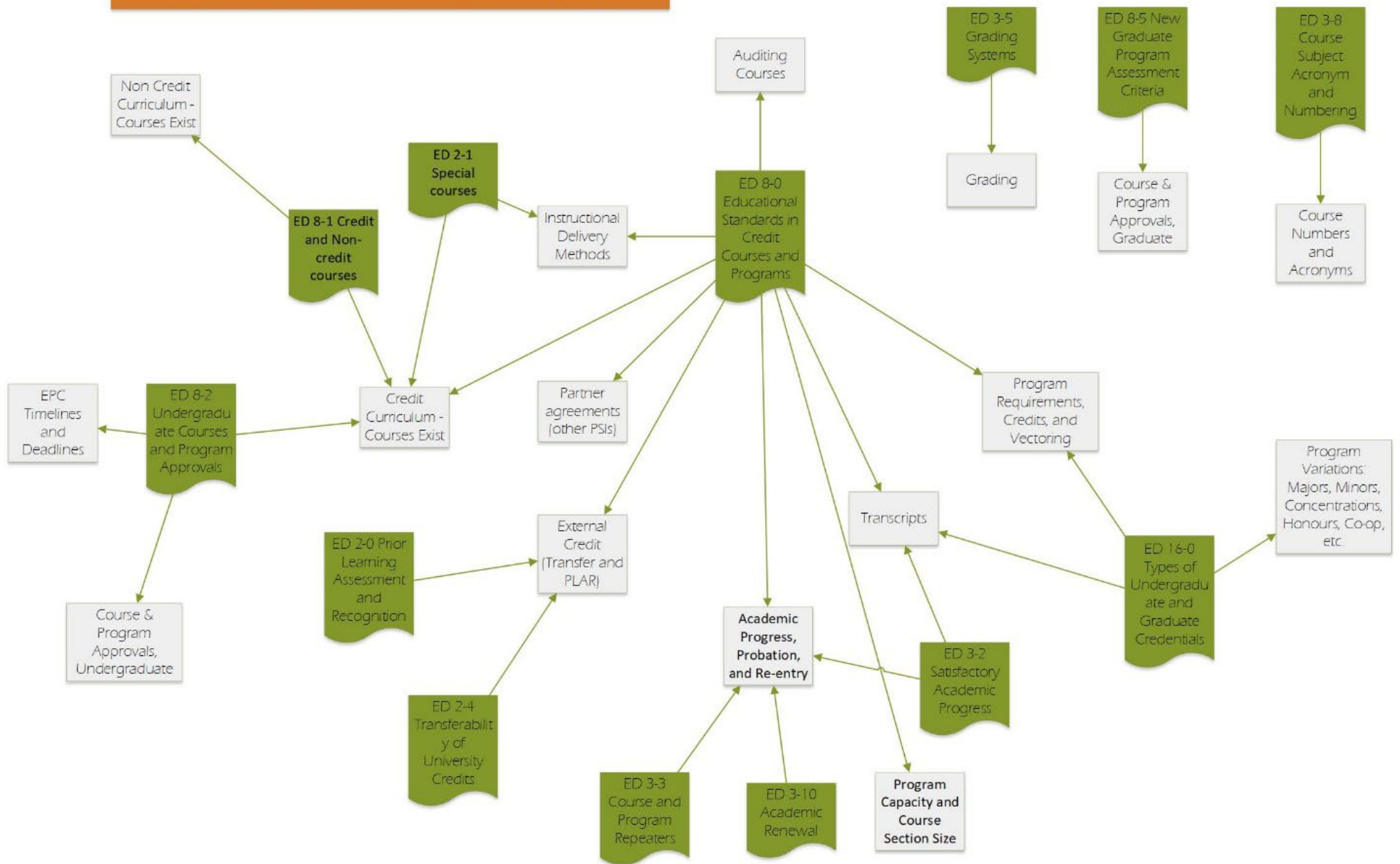
Name	Role (when they contributed)
Gillian Balfour	Provost
Shannon Wagner	Vice President Research
Michael Bluhm	Registrar
Jillian Harvey	Chair, GSC; Faculty
Shannon Smryl	Chair, EPC; Faculty
Ian Hartley	AVP Graduate Studies and Student Research
Heidi Lawson	Deputy Registrar
Mark Wallin	Associate Dean
Faheem Ahmed	Associate Dean

Charlene Munro	Manager, Academic Advising
Joel Wood	Faculty
Educational Programs Committee	Various
TRUSU Student Voices	Students

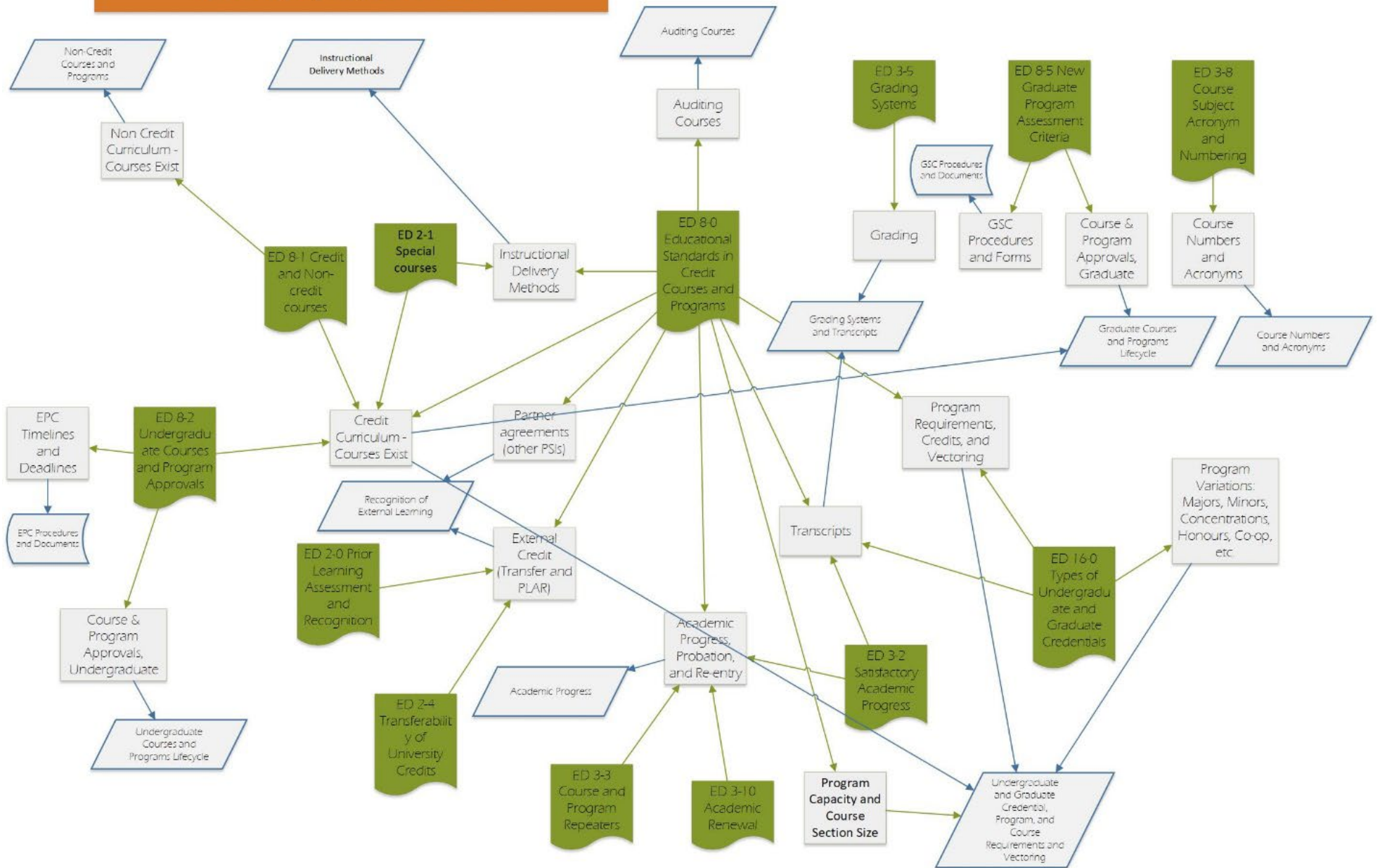
Appendix 2: Policy Realignment Visuals

These visuals were created to help guide the proposed realignment of the policies and identify any policies that didn't have any overlap.

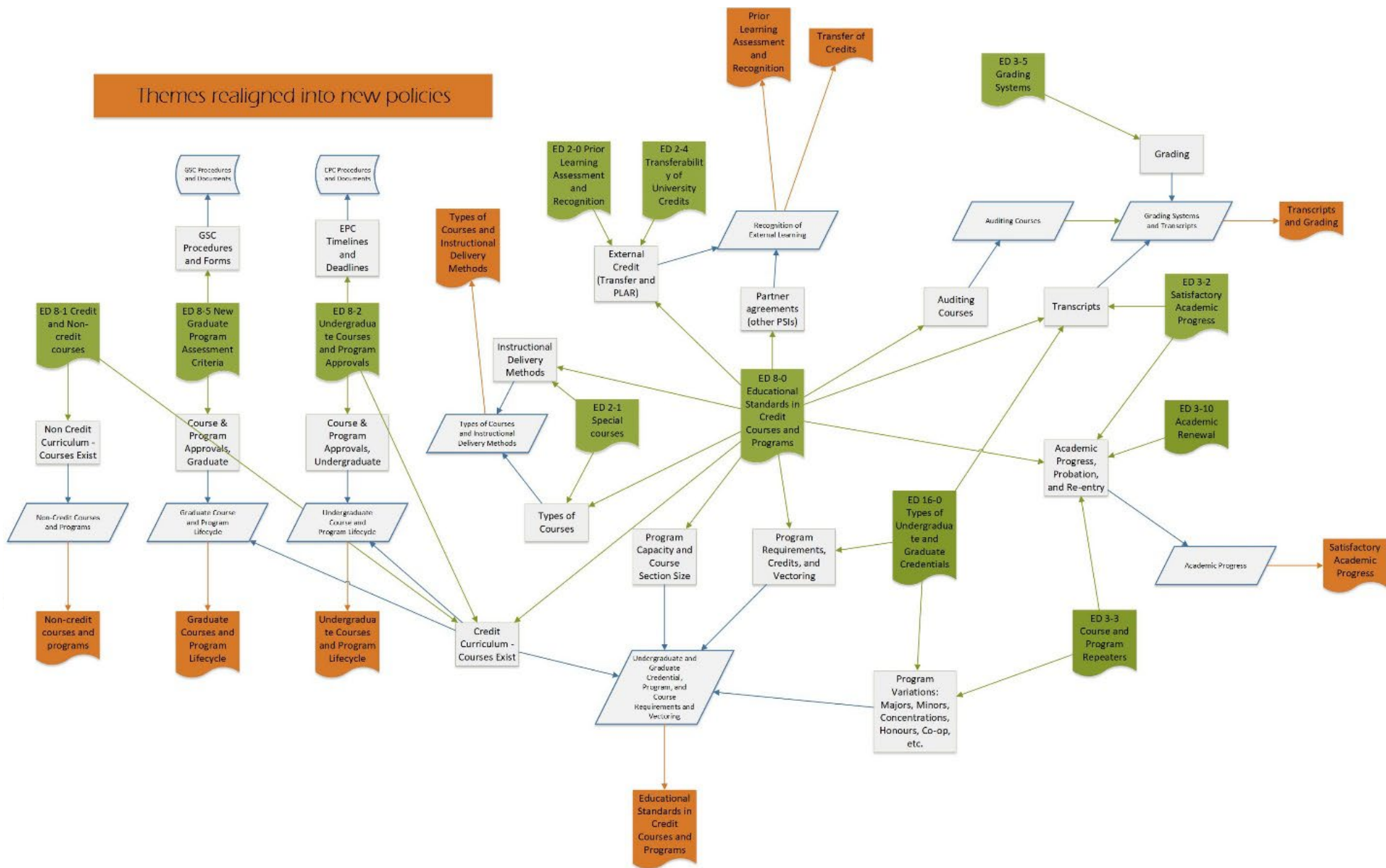
Current policies and the topics they cover



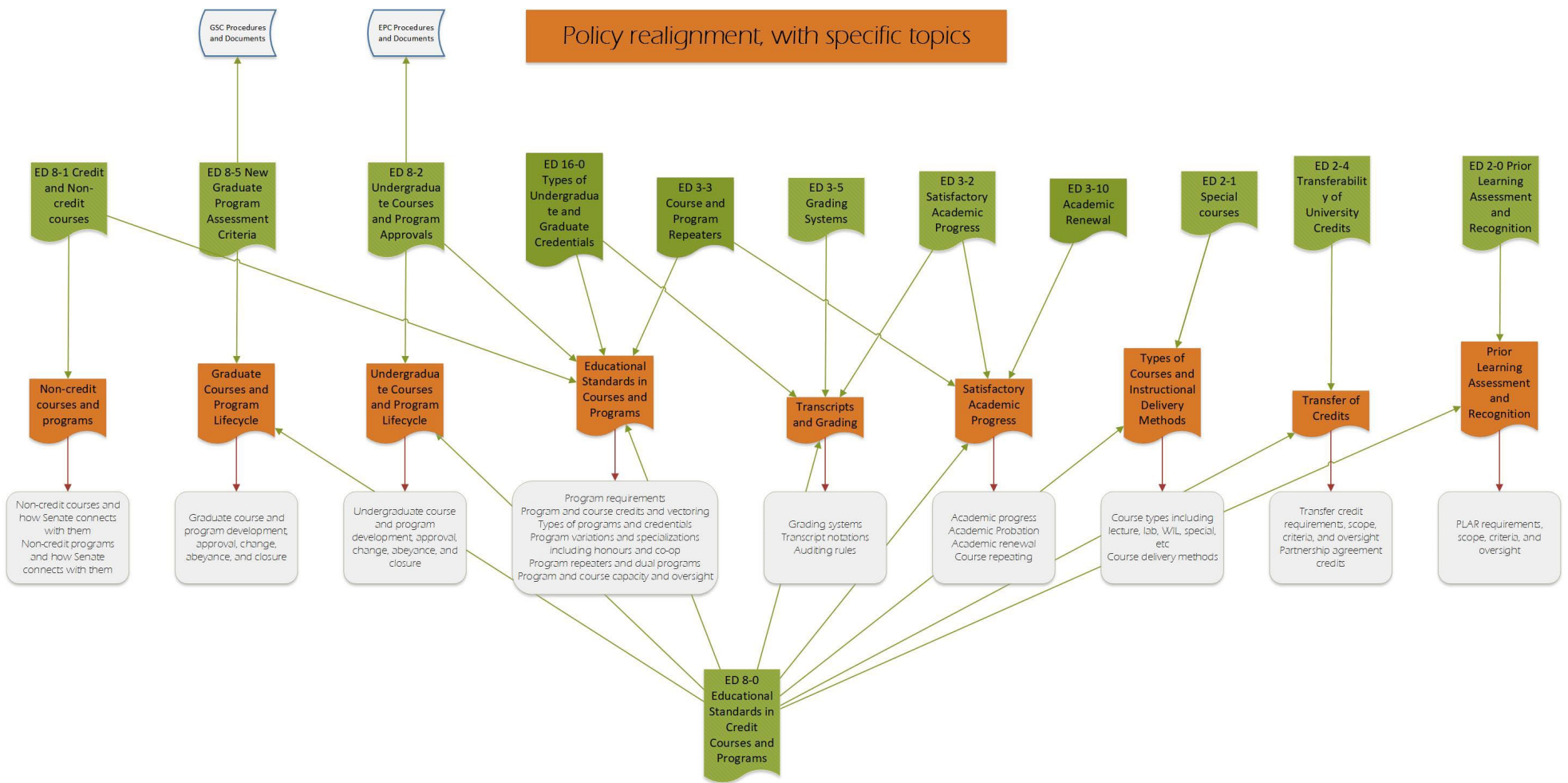
Policies, topics, and themes



Themes realigned into new policies



Policy realignment, with specific topics





MEMORANDUM

To: Brett Fairbairn, Senate Chair

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

Date: September 12, 2024

Subject: Proposed new Academic Integrity policy

Purpose of this document:

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

Background of Policy:

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

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

Discussion:

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

Summary of Proposed Amendments:

- Updated policy statement reframing academic integrity as an expectation and departures from academic integrity as the concerns;
- Structural reorganization of the policy;
- A clause stating the jurisdiction of the policy as separate from the Integrity in Research and Scholarship policy;



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

Summary of Engagement:

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

Action Requested:

Moving the attached revision of the Academic Integrity policy to Notice of Motion and Approving it, and having it be in effect for all cases after May 5th 2025. For any Academic Integrity cases in process on May 5th 2025 the Office of Academic Integrity will determine the procedurally fair process as appropriate.

Attachments:

- Academic Integrity Policy in Redline

Student Academic Integrity



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

POLICY

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

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

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

REGULATIONS

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

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1 DEFINITIONS

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

12 RESPONSIBILITIES OF THE OFFICE OF STUDENT AFFAIRS

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

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

Case Management: The Office of Student Affairs shall undertake all aspects of academic integrity case management following initiation of a case report, including but not limited to:

Ensuring completeness and accuracy of case files;

Correspondence with the student and the initiator of the Case Report Form as required;

Preparation of case files for consideration by the Academic Integrity Committee; and

Administration of resolutions and sanctions;

Maintenance of Records and Reporting:

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

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

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

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2 COMPOSITION OF ACADEMIC INTEGRITY COMMITTEE

Commented [A1]: This has been moved to the Senate Academic Integrity Committee Terms of Reference.

3. ~~The Academic Integrity Committee shall be comprised of the following members appointed by Senate:
 - At least six Faculty Members, with no more than one from each School or Faculty, nominated by the respective Faculty Councils;
 - One Dean;
 - Three Undergraduate students nominated by the TRU Students' Union;
 - One Graduate student;
 - One TRU World International Education representative — nominated by the Associate Vice President, International and CEO Global Operations;
 - One Open Learning representative — nominated by the Vice Provost Open Learning;
 - One Library representative — nominated by the Library Director;
 - Director of Student Affairs or designate (ex-officio, non-voting)~~
12. ~~The Chair of the committee shall be a voting member of the committee nominated and elected by the committee.~~
13. ~~The committee will have the support of one secretary provided by the Office of Student Affairs (to maintain records, minutes, database and other such files). The secretary will set up all meetings and related duties.~~
14. ~~Committee members will serve a term of up to three (3) years and may be reappointed, with the exception of student members who shall serve a term of up to one (1) year and may be reappointed.~~
15. ~~A quorum will consist of fifty percent (50%) of voting members, and must include at least two students and two (2) faculty members. Vacancies on the committee will not invalidate any of its decisions provided a quorum was present in person or by teleconference when the decision was made.~~
16. ~~In addition to the three undergraduate students on the committee, the TRU Students' Union may appoint other undergraduate students from time to time to be Alternate Student Members on the committee.~~
17. ~~Whenever there is a vacancy on the committee for any of the three undergraduate student members, the TRU Students' Union may designate one of the Alternate Student Members to fill the vacancy until Senate fills that vacancy. Such Alternate Student Member attending meetings of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.~~
18. ~~Prior to any meeting of the committee, the Chair of the committee will at least seven days prior to the meeting send an email providing notice of the meeting to all committee members. All members of the committee will reply by email to the Chair of the Committee at least 96 hours prior to the start of the meeting (the "Reply Deadline") advising the Chair of their availability to participate in the meeting. If any of the three undergraduate students on the committee: (i) replies indicating that they are not available;~~

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~~or (ii) fails to reply to the Chair by the Reply Deadline, the TRU Students' Union may designate one of the Alternate Student Members to attend that meeting in the place of the student member who is unavailable or who has failed to reply by the Reply Deadline. Such Alternate Student Member attending that meeting of the committee shall have all the powers and duties of a student member of the committee appointed by Senate.~~

~~19. When a committee member is absent from scheduled meetings, the constituency that that member is supposed to represent is being represented less than is intended by the regulations of the policy. A committee member who is absent for three consecutive meetings of the committee, without authorization from the committee for that absence, is deemed to have vacated his/her seat. Committee members are expected to submit their request for absence to the committee in writing. To be fair to their constituents, members of the committee who expect to be absent for more than three consecutive meetings, should promptly seek a leave of absence, or resign their seat, rather than allowing their seat to be vacant for 3 meetings before it is deemed to be vacated and then, subsequently, filled.~~

203 PROCEDURAL FAIRNESS DUE PROCESS

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

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

DECISIONS

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

Commented [A2]: Moved to new Appeals section

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214 DEPARTURES FROM ACADEMIC INTEGRITY FORMS OF ACADEMIC DISHONESTY

Commented [A3]: Changes from move were accepted to make changes to text clearer.

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

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

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- i. ~~Submitting false or fake credentials, documents, or transcripts for access to a program or to receive credit at TRU.~~
- j. ~~Deliberately interfering in another student's ability to succeed in any academic activity, including through the tampering with or destruction of another student's work, course materials, or personal property such as a laptop or other digital device.~~

e.—

4.3. Fabrication: Fabrication is the intentional use of invented information or the falsification of research or other findings, ~~including the use of unapproved human assistance or unapproved tools which generate content, such as generative artificial intelligence or similar computer or machine learning tools (AI Tools).~~ Examples include:

- a. ~~Listing sources in a bibliography not used in the academic exercise.~~
- b.a. ~~Inventing data or source of information for research or other academic exercise, including the production of text, images, code, video, or summaries of one's own written work using AI tools.~~
- e.b. ~~Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) not prepared totally wholly by them, including the output of unapproved AI tools (e.g., submitting assignments to websites for the generation of solutions), or in part by another.~~
- c. ~~Citing information not taken from the source indicated.~~

4. Plagiarism: Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own work ~~without proper acknowledgement. Examples include:~~

- a. ~~When a student submits work for credit that includes the words, ideas, images or data of others, without acknowledging the source of that information must be acknowledged through complete, accurate, and specific citations, and, if verbatim statements are included, through quotation marks or block format.~~
- b. ~~By placing his/her their name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.~~
- c. ~~Self-plagiarism, which involves handing in all or part of an essay or assignment completed for a previous or another course without the consent of the instructor of the second course, is also a form of plagiarism, and an infraction of this Academic Integrity Policy.~~

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

- a. Whenever the student quotes another person's actual words.
- b. Whenever the student uses another person's idea, opinion or theory, even if it is completely paraphrased in the student's own words.

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- c. Whenever the student cites facts, statistics, or other illustrative materials from a published source or a lecture when that material is not considered common knowledge.
- d. Whenever the student uses images produced by another person.
- e. Citing facts or statistics or using illustrative materials considered to be common knowledge is not considered plagiarism.

225 SANCTIONS

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

1. **No Sanction:** In the event that the Academic Integrity Committee does not determine that no departure dishonesty has occurred, no sanction will be administered and the student's file related to the allegation will be destroyed.
2. **Reprimand:** Where appropriate, the decision-maker may forward to the student a written Letter of Reprimand, stating that the student's behaviour is unacceptable to TRU. A Letter of Reprimand is recorded in the Academic Integrity Database, as a first offence, and may be used only once in a student's academic career at TRU.
3. **Reduction Assignment of Grade:** The decision-maker may decrease assign a student's grade on an assignment, test or project.
4. **Remedial Sanctions:** The decision-maker may, in consultation with the relevant stakeholders, order participation in a specified education or training program for academic or educational purposes, completion of an assignment or project other remedial sanctions as deemed appropriate (e.g., essay, research, or paper related to topic, resubmission of assignment, etc.) or other, remedial or restorative sanctions. If the student fails to comply with this order the committee may impose an alternative sanctions may be imposed by the decision-maker.
5. **Failure of Course:** The student is assigned an "F". In the case of an "F", a student may not withdraw from the course or receive a refund. An "F" will appear on the student's transcript.
6. **Suspension:** The Academic Integrity Committee may recommend to the President the suspension of the student for a definite or indefinite time period from TRU.

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Commented [A4]: Moved above Sanctions

6. Cheating

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

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

7. Academic Misconduct

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

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

8. Fabrication

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

- Listing sources in a bibliography not used in the academic exercise.
- Inventing data or source of information for research or other academic exercise.

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- a. Submitting as one's own, any academic exercise (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.
- a. Citing information not taken from the source indicated.

7. Plagiarism

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

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

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

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

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

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

6 PROCEDURE FOR DEPARTURES FROM ACADEMIC INTEGRITY

6.1 SCOPE OF AUTHORITY

1. **Instructors:** Instructors have the responsibility to investigate possible Departures from Academic Integrity, meet with students to review them, and to report to the Office of Academic Integrity, on all possible Departures from Academic Integrity that exceed reasonable errors as articulated in this policy.
2. **Dean's Designate:** Dean's Designates have the authority to decide suspected first departures, provided they are neither major nor complex departures, and to impose a

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range of sanctions up to and including a mark assignment of zero on the student work related to the departure.

3. **Academic Integrity Committee:** The Academic Integrity Committee has authority to decide suspected major and complex first departures and all suspected second or subsequent departures and to impose a range of actions and sanctions up to and including a failing grade in the course related to the departure. They may recommend suspension for a definite or indefinite time period.
4. **President:** Only the President has authority to impose suspensions for Departures from Academic Integrity and may only implement such sanctions for departures when they are recommended by the Academic Integrity Committee.

6.2 DECISION STANDARDS

1. Decision-makers must decide matters on the preponderance of the evidence, that is, whether the evidence of an alleged departure is more credible than the evidence to the contrary.
2. Cases must be decided based on the evidence provided, this policy, guidance on best practice provided or sanctioned by the Office of Academic Integrity, and the earlier decisions of the Academic Integrity Committee.

6.3 PROCESSES FOR DEPARTURES FROM ACADEMIC INTEGRITY

1. **Fact Finding and Reporting for Departures from Academic Integrity Within a Course:**
 - a. When a potential Departure from Academic Integrity appears to have occurred, the instructor meets with the student to discuss the matter.
 - b. If the instructor believes the matter is a Departure from Academic Integrity, the instructor submits a report to the Office of Academic Integrity, who will provide a copy to the student and the Dean's Designate.
 - c. In response to receiving the report, the student has 7 days to submit input to the Office of Academic Integrity who will share it with the Dean's Designate and the instructor.
2. **Fact Finding and Reporting for Departures from Academic Integrity Outside of a Course:**
 - a. Where a member of the TRU community, other than a course instructor, raises a credible concern about a potential Departure from Academic Integrity by a student, the Office of Academic Integrity may start the academic integrity process in consultation with the appropriate Dean's Designate and/or the Academic Integrity Committee.
 - b. Anonymous allegations are not accepted.
3. **Review by the Dean's Designate:**
 - For departures within their scope of authority, the Dean's Designate reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within their authority.

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- a. If, during the review, the Dean's Designate determines that the matter lies outside of their authority, they must notify the Office of Academic Integrity of that decision.
- b. The decisions of the Dean's Designate should normally take place within 45 days of the date the instructor submitted the report.

4. Review by the Academic Integrity Committee:

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

7 PRESIDENTIAL REVIEW AND APPEALS

1. Presidential Review:

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

2. Student Academic Appeals Committee:

- a. Decisions of Dean's Designates and all decisions of the Academic Integrity Committee that do not include a recommendation for suspension may be appealed to the Student Academic Appeals Committee, in accordance with the Student Academic Appeals Policy (ED 4-0), only on the grounds that the decision-maker(s) deviated from procedural fairness as set out in this policy.
- b. The Student Academic Appeals Committee has the authority to uphold or rescind decisions of the Dean's Designate or the Academic Integrity Committee on grounds of procedural fairness.

3. The Director of the Office of Academic Integrity or their Designate will act in lieu of a respondent for all Presidential reviews and appeals to the Student Academic Appeals Committee, to provide information on the content and context of alleged Departures from Academic Integrity and process.

Academic Integrity

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

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It is the responsibility of all members of the TRU community to understand the importance of academic integrity, what constitutes Departures from Academic Integrity, the process by which suspected departures are investigated and the range of actions and sanctions the University can apply in response to confirmed departures.

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

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3. **Academic Work:** Any work or performance by a student submitted for assessment in a credit or non-credit course.
4. **Dean's Designate:** A person designated by the Dean of a Faculty for a term of a year or more to act as the decision-maker for Departures from Academic Integrity in courses and programs in the Dean's Faculty. This role can be taken on by the Dean.

5. **Departure from Academic Integrity:** An action under this policy that, regardless of intent, goes against academic integrity and enables or attempts to enable a person to gain an unfair advantage in academic performance.
6. **Instructor:** an employee of TRU who is a Faculty Member, Open Learning Faculty Member, Open Learning Exams Supervisor, or an instructor.
7. **Reasonable Error:** A student error in academic work that that does not rise to the level of a Departure from Academic Integrity but that will often require resolution in a teaching context or ordinary academic penalties. Clarification of a reasonable error is provided by the Office of Academic Integrity.
8. **Student:** A person who is admitted, registered, or enrolled in a credit or non-credit course or program of study offered by TRU. A person who is no longer registered at the University but who is alleged to commit a Departure from Academic Integrity while registered in a course or program of study at the University is also considered a student under this policy.

2 RESPONSIBILITIES

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

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

3 PROCEDURAL FAIRNESS

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

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

4 DEPARTURES FROM ACADEMIC INTEGRITY

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

1. **Cheating:** Cheating is an act of deception by which a student misrepresents (or assists another student in misrepresenting) that they have mastered information on an assignment, test, project or other academic exercise that the student has not mastered. Examples include:
 - a. Copying from another student's test paper or assignment (paper or digital).
 - b. Allowing another student to copy from a test, paper, or assignment.

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



- c. Citing information not taken from the source indicated.
4. **Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, images, or data as one's own work without proper acknowledgement. Examples include:
 - a. When a student submits work for credit that includes the words, ideas, images or data of others, without acknowledging the source of that information through complete, accurate, and specific citations, and, if verbatim statements are included, through quotation marks or block format.
 - b. By placing their name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.
 - c. Self-plagiarism, which involves handing in all or part of an essay or assignment completed for a previous or another course without the consent of the instructor of the second course.

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

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

5 SANCTIONS

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

1. **No Sanction:** In the event that the decision-maker determines that no departure has occurred, no sanction will be administered and the student's file related to the allegation will be destroyed.
2. **Reprimand:** Where appropriate, the decision-maker may forward to the student a written Letter of Reprimand, stating that the student's behaviour is unacceptable to TRU. A Letter of Reprimand is recorded in the Academic Integrity Database.
3. **Assignment of Grade:** The decision-maker may assign a student's grade on an assignment, test or project.
4. **Remedial Sanctions:** The decision-maker may, in consultation with the relevant stakeholders, order participation in a specified education or training program for academic or educational purposes, completion of an assignment or project as deemed

appropriate (e.g., essay, research, or paper related to topic, resubmission of assignment, etc.) or other, remedial or restorative sanctions. If the student fails to comply with this order alternative sanctions may be imposed by the decision-maker.

5. **Failure of Course:** The student is assigned an "F". In the case of an "F", a student may not withdraw from the course or receive a refund. An "F" will appear on the student's transcript.
6. **Suspension:** The Academic Integrity Committee may recommend to the President the suspension of the student for a definite or indefinite time period.

6 PROCEDURE FOR DEPARTURES FROM ACADEMIC INTEGRITY

6.1 SCOPE OF AUTHORITY

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

6.2 DECISION STANDARDS

1. Decision-makers must decide matters on the preponderance of the evidence, that is, whether the evidence of an alleged departure is more credible than the evidence to the contrary.
2. Cases must be decided based on the evidence provided, this policy, guidance on best practice provided or sanctioned by the Office of Academic Integrity, and the earlier decisions of the Academic Integrity Committee.

6.3 PROCESSES FOR DEPARTURES FROM ACADEMIC INTEGRITY

1. **Fact Finding and Reporting for Departures from Academic Integrity Within a Course:**

Academic Integrity

- a. When a potential Departure from Academic Integrity appears to have occurred, the instructor meets with the student to discuss the matter.
 - b. If the instructor believes the matter is a Departure from Academic Integrity, the instructor submits a report to the Office of Academic Integrity, who will provide a copy to the student and the Dean's Designate.
 - c. In response to receiving the report, the student has 7 days to submit input to the Office of Academic Integrity who will share it with the Dean's Designate and the instructor.
- 2. Fact Finding and Reporting for Departures from Academic Integrity Outside of a Course:**
- a. Where a member of the TRU community, other than a course instructor, raises a credible concern about a potential Departure from Academic Integrity by a student, the Office of Academic Integrity may start the academic integrity process in consultation with an appropriate Dean's Designate and/or the Academic Integrity Committee.
 - b. Anonymous allegations are not accepted.
- 3. Review by the Dean's Designate:**
- a. For departures within their scope of authority, the Dean's Designate reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within their authority. If, during the review, the Dean's Designate determines that the matter lies outside of their authority, they must notify the Office of Academic Integrity of that decision.
 - b. The decisions of the Dean's Designate should normally take place within 45 days of the date the instructor submitted the report.
- 4. Review by the Academic Integrity Committee:**
- a. For departures that are within their scope of authority, the Academic Integrity Committee reviews the submissions of the instructor and the student and, when warranted, implements actions and sanctions within its authority. When warranted, the Academic Integrity Committee recommends suspension to the President.
 - b. The decisions and recommendations of the Academic Integrity Committee should normally take place within 60 days of the date when the instructor submitted the report.

7 PRESIDENTIAL REVIEW AND APPEALS

1. Presidential Review:
 - a. Academic Integrity Committee decisions that include a recommendation of suspension are reviewed in full by the President under the Suspension of Students Policy (ED 7-0). They may not be appealed to the Student Academic Appeals Committee.
 - b. During a presidential review the President reviews the submissions of the student, the instructor, the Office of Academic Integrity, as well as the findings of the Academic Integrity Committee.

Academic Integrity



- c. The President may uphold or rescind the sanctions of the Academic Integrity Committee, and may decide on a recommendation of suspension in accordance with the Suspension of Students Policy (ED 7-0).
 2. Student Academic Appeals Committee:
 - a. Decisions of Dean's Designates and all decisions of the Academic Integrity Committee that do not include a recommendation for suspension may be appealed to the Student Academic Appeals Committee, in accordance with the Student Academic Appeals Policy (ED 4-0), only on the grounds that the decision-maker(s) deviated from procedural fairness as set out in this policy.
 - b. The Student Academic Appeals Committee has the authority to uphold or rescind decisions of the Dean's Designate or the Academic Integrity Committee on grounds of procedural fairness.
 3. The Director of the Office of Academic Integrity or their Designate will act in lieu of a respondent for all Presidential reviews and appeals to the Student Academic Appeals Committee, to provide information on the content and context of alleged Departures from Academic Integrity and process.

MEMORANDUM

TO Academic Planning and Priorities Committee
Senate

FROM Dean [Dr. Rani Srivastava] and HCA/PN Chair [Ms. Kim Morris]

RE Program Review: Response to Recommendations and Acton Plan

DATE April 25, 2024

SUMMARY OF REVIEW (maximum 250 words)

The British Columbia College of Nurses and Midwives (BCCNM) Education Program Review Committee Panel (the Panel) completed its review on March 5, 2024, of the generic practical nursing program offered by Thompson Rivers University (Williams Lake). The Panel recommended that the BCCNM Board extend recognition to the generic practical nursing program offered by Thompson Rivers University (Williams Lake) for 5 years until April 30, 2029, without terms and conditions.

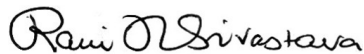
RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS (maximum 500 words)

The regulatory body recommended full recognition of the Practical Nursing (PN) program to the maximum number of years (5) without any terms or conditions, therefore no action plan is included. The PN faculty will continue to revise and develop PN course/program changes as recommended by the Regulatory Body (BCCNM), PAC (community stakeholders), and students to meet graduate level clinical competencies.

REVIEW CYCLE

- Year of Mid-Cycle Review: 2027
- Year of Next Program Review: 2029

SIGNATORIES



Dean



Program Chair

ATTACHMENTS

- External Reviewer Report

CONFIDENTIAL

Sent by email: president@tru.ca

March 11, 2024

Dr. Brett Fairbairn, President
Thompson Rivers University
1250 Western Avenue
Williams Lake, BC V2G 1H7

Dear Dr. Fairbairn,

The British Columbia College of Nurses and Midwives (BCCNM) Education Program Review Committee Panel (the Panel) completed its review on March 5, 2024 of the generic practical nursing program offered by Thompson Rivers University (Williams Lake). The Panel recommended that the BCCNM Board extend recognition to the generic practical nursing program offered by Thompson Rivers University (Williams Lake) for 5 years until April 30, 2029 without terms and conditions.

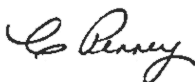
On behalf of the BCCNM Registrar and consistent with Board policy, I have approved the recommendation of the Panel. The Registrar will be reporting to the BCCNM Board at its April 25, 2024 meeting on the action taken to approve the recommendation. I therefore request that public announcements you may wish to make about this decision be made after April 25, 2024.

The enclosed [TRU GPN Program Recognition Report \(March 2024\)](#) provides details about the program review process and findings.

Please note that BCCNM expects educational institutions to submit a Notice of Intent in accordance with the [BCCNM Education Program Review Policies](#) if any substantial changes are to be made to their recognized nursing education programs during the recognition period.

BCCNM EPR staff will follow-up directly with the nursing education program regarding the requirements and schedule for the next BCCNM review of the program.

Sincerely,



Christine Penney, RN, MPA, PhD
Chief Officer/Deputy Registrar, Regulatory Policy & Programs

Encl: TRU GPN Program Recognition Report (March 2024)

Cc. Dr. Tracy Hoot, Associate Dean, School of Nursing, (thoot@tru.ca)
Ms. Kim Morris, Chair, Practical Nursing, (kmorris@tru.ca)
Dr. Rani Srivastava, Dean, School of Nursing, (rsrivastava@tru.ca)

Program Recognition Report

**Thompson Rivers University
Generic Practical Nursing Program**

This report is based on the British Columbia College of Nurses and Midwives (BCCNM) Education Program Review Committee (EPRC) Panel's ("the Panel") current review of the Generic Practical Nursing Program offered by Thompson Rivers University (Williams Lake) ("TRU") which concluded on March 5, 2024. The report was completed and sent to TRU on March 11, 2024.

Process summary

Below is a summary of the program review process:

TRU submitted the Program Review Report, Curriculum Mapping Tool, and accompanying appendices on August 1, 2023.

- BCCNM staff conducted an assessment of all documentation provided by the program and determined that no additional evidence was required to complete the assessment.
- BCCNM staff prepared a Program Recognition Report (draft) for a panel of the EPRC ("the Panel") to make a recommendation for the program.
- On March 5, 2024, the Panel convened to discuss the Program Recognition Report (draft) and make a recommendation to the BCCNM Board for consideration at the April 25, 2024 Board meeting as follows:
 - Recommends that the BCCNM Board extend recognition to the Generic Practical Nursing Program offered by Thompson Rivers University (Williams Lake) for 5 years until April 30, 2029 without terms and conditions.

Details of Program Assessment using the BCCNM Education Standards and Indicators

Standard 1: Structure

The program’s strategy, policies, procedures, and resources support student preparation to attain and demonstrate the Entry-Level Competencies (ELCs) and BCCNM Standards of Practice for the professional designation.

Indicators of structure standard	Assessment		
	Indicator weight	Program score	Comments
1.1.a The program (and/or educational institution) has documented governance structures and processes for the delivery of a nursing or midwifery education program that consistently prepares graduates to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice for the designation.	3%	3%	N/A
1.1.b There are documented accountabilities and processes for ongoing program evaluation including structure, curriculum, and outcomes.	4%	4%	N/A
1.2.a (critical indicator) Orientation of students and program educators to practice learning settings.	2.5%	2.5%	N/A
1.2.b (critical indicator) Regulatory supervision of student activities in all practice learning activities that affect clients.	5%	5%	N/A
1.2.c (critical indicator) Regular assessment of student performance in theory, lab, simulation, and practice learning experiences.	5%	5%	N/A
1.2.d (critical indicator) Processes in place to prevent, manage, and learn from safety incidents.	2.5%	2.5%	N/A

Indicators of structure standard	Assessment		
	Indicator weight	Program score	Comments
1.3.a Program educators who are LPNs, RNs, RMs, RPNs, and NPs and are registered with BCCNM in good standing.	3%	3%	N/A
1.3.b Program complement of qualified educators has current competence and is appropriate to support students and staff/preceptors.	5%	5.0%	N/A
Total program score for Structure Standard	30%	30%	N/A
<p>Final comments for the structure standard:</p> <p>The program strategy, policies, procedures, and resources as described and demonstrated in the Structure Standard support student preparation to attain and demonstrate the ELCs and BCCNM Standards of Practice for practical nurses. The program provided a comprehensive overview of governance structures and processes/accountabilities in the generic practical nursing program to support delivery and evaluation of the program. TRU provided a detailed description of how program educators are prepared to support and supervise students in the program, along with expectations for regular assessment of students. Processes are also in place to document and learn from safety incidents as they may arise. TRU met without deficiency the critical indicator, Indicator 1.2, in the Structure Standard.</p>			

Standard 2: Curriculum

The program’s curriculum prepares students to attain and demonstrate the entry-level competencies (ELCs) and BCCNM Standards of Practice for the professional designation.

Indicators of curriculum standard	Assessment		
	Indicator weight	Program score	Comments
2.1 (critical indicator) Curriculum incorporates the Entry-Level Competencies and BCCNM Standards of Practice.	25%	25%	N/A
2.2 Practice learning experiences support students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice.	15%	15%	N/A
2.3 Processes in place to communicate program expectations for student practice learning to staff/preceptors employed at the practice learning setting.	5%	5%	N/A
2.4 Regular processes to assess, evaluate and support course design and delivery in theory, lab, simulation, and practice learning courses.	5%	5%	N/A
Total program score for curriculum standard	50%	50%	N/A
<p>Final comments for the curriculum standard: The program curriculum as described and demonstrated in the Curriculum Standard prepares students to attain and demonstrate the ELCs and BCCNM Standards of Practice for practical nurses. The curriculum mapping and accompanying appendices clearly demonstrate alignment of the generic practical nursing program curriculum to the ELCs and BCCNM Standards of Practice. The Program Review Report provides a description of practice learning experiences to support student learning along with expectations for learning and communication mechanisms between the practice learning agency/staff and the program. TRU met without deficiency the critical indicator, Indicator 2.1, in the Curriculum Standard.</p>			

Standard 3: Outcome

Graduates of the program attain and demonstrate the Entry-Level Competencies (ELCs) and BCCNM Standards of Practice for the professional designation.

Indicators of outcome standard	Assessment		
	Indicator weight	Program score	Comments
3.1 Registration exam scores - First-time pass rates.	8%	8%	N/A
3.2 Recent graduates' ratings of their perceived preparation to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice.	6%	6%	N/A
3.3 Feedback from program educators and practice learning agency staff/preceptors on student attainment and demonstration of the Entry-Level Competencies and BCCNM Standards of Practice in the final practice learning experience.	6%	6%	N/A
Total score for outcome standard	20%	20%	N/A
Final comments for the outcome standard: The program provided a variety of evidence in the Outcome Standard to describe and demonstrate how graduates of the program attain and demonstrate the ELCs and BCCNM Standards of Practice for practical nurses. The program provided an overview of how feedback is sought from a variety of stakeholders, such as students and graduates to make changes in the program to ensure student success.			

Program total score based on standard totals

Standard	Standard weight	Program Score
Structure	30%	30%
Curriculum	50%	50%
Outcome	20%	20%

Standard	Standard weight	Program Score
Program total score		100%
<p>Final comments: TRU has met without deficiency the two critical indicators in the Education Standards and Indicators (pilot version): Indicator 1.2 and 2.1. In addition, the program has achieved a total score of 100 out of 100 for all indicators.</p>		

Decision

A Panel of the Education Program Review Committee:

Recommends that the BCCNM Board extend recognition to the Generic Practical Nursing Program offered by Thompson Rivers University (Williams Lake) for 5 years until April 30, 2029, without terms and conditions.

Program Review Report

[Practical Nursing]
[Thompson Rivers University]

Prepared for the
British Columbia College of Nurses and Midwives
Education Program Review

[July 31, 2023]

The report includes a table of contents with hyperlinks to corresponding report sections. The page numbers do not update automatically. To update the page numbers right-click the table of contents, select "Update Field", and then select "Update page numbers only".

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General Information

Name of educational institution: Thompson Rivers University

Program name: Practical Nursing

Address: 1250 Western Avenue, Williams Lake, BC, V2G 1H7

Website: www.tru.ca/williamslake.html

Contact Information

Primary contact for BCCNM Education Program Review Staff

Name: Dr. Tracy Hoot

Title: Associate Dean, School of Nursing

Email address: thoot@tru.ca

Program Coordinator/Equivalent (title as indicated below)

Name: Ms. Kim Morris

Title: Chair, Practical Nursing

Email address: kmorris@tru.ca

Dean/Director/Equivalent (title as indicated below)

Name: Dr. Rani Srivastava

Title: Dean, School of Nursing

Email address: rsrivastava@tru.ca

President/Equivalent (title as indicated below)

Name: Dr. Brett Fairbairn

Title: President, Thompson Rivers University

Email address: president@tru.ca

Attestation

I solemnly declare that the information provided in this Program Review Report is true and accurate to the best of my knowledge, and that I have carefully read and understand the BCCNM [Education Program Review Policies](#).

Signature

Dr. Tracy Hoot, Associate Dean

Print name and title

Refer to the *Guidelines for New Education Program Review Pilot* when completing the *Program Review Report*.

Overview of the Program

The purpose of the overview is to provide background information regarding the program undergoing review. The overview should be no more than 1-2 pages, and:

- *Describes the educational institution offering the program (e.g., setting, population, and general programs offered);*
- *Includes the number of times in the academic year the program is offered, and the number of students admitted for each intake; and*
- *Includes a brief description of program delivery methods (e.g., online, in person, hybrid, other).*

The Thompson Rivers University (TRU) Practical Nursing (PN) Program is offered at TRU's regional Williams Lake (WL) campus located in the Cariboo Chilcotin District in the interior of British Columbia. This rural campus serves a total student population of 1,623 (TRU, 2022) with [programs and courses](#) offered in university preparation, trades and technology, vocational, and academic. Indigenous students represent 40% of course/program enrollment.

The PN program at WL commenced in 2008 as a 13-month vocational/certificate program. As a result of competency changes for Practical Nurses across Canada, the PN program transformed into a two-year in-person career/diploma program with a planned intake of 18 students every two years. Since 2015, 64 students were admitted into the PN program with a graduation rate of 64% (n=68). Student demographics include domestic and international, with 16 percent (n=10) of domestic students self-identifying as Indigenous and 57% (n=36) International.

TRU School of Nursing's philosophical approach aligns with the curriculum philosophy of the Provincial Practical Nursing Program. The philosophy of the PN Program has been developed by the faculty, as it describes their beliefs about people, health and healing, nursing, learners and learning, and nursing education. The philosophy provides the foundation for the program and directs the planning and implementation of all learning experiences; the philosophy for this program is based on human caring. Further, the PN program fosters the learner's development and understanding of the Provincial PN curriculum, organizing concepts (integrative, professional, knowledgeable, competent, and client focused) through modelling, coaching, clinical experience, and formal (in-person classroom) and informal learning (self-directed studies). The TRU PN program is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of competencies as identified by the British Columbia College of Nurses and Midwives (BCCNM).

The TRU PN Program is guided by the Practical Nursing Program Provincial Curriculum Guide (PPNP, 2017), which is based on learners transitioning through Benner's (2005) stages of novice to expert as they move through the program. The integration of knowledge and skills, along with critical reflection supports learners to develop an understanding of the complexity of nursing practice. The program offers students the opportunity to develop the knowledge and skills to care for clients across the lifespan. The iterative way concepts are threaded through the curriculum means that each course is leveled so that each semester builds on concepts and themes from previous courses to help reinforce concepts. This iterative and scaffold method increases in complexity, helping students to use critical thinking and judgement skills to link what they have learned in a logical way, working from one stage to another towards the BCCNM Entry-Level Competencies for PNs.

The PN program follows the TRU WL Academic calendar of two six-week blocks of teaching followed by exams and then consolidated practice experiences (CPE). The alignment of the PN program within the academic calendar of TRU WL provides an opportunity for professional collaboration with other health care programs such as Healthcare Assistant and the Bachelor of Science in Nursing program. The theory and integrated practice courses are offered in a face-to-face format, with the Consolidated Practice Experiences (CPE) offered immediately following the Fall and Winter semesters. The Integrated Nursing Practice (INP) courses and the CPE are located within the Cariboo Chilcotin community. Dependent on the student's practice request, the preceptorship is typically completed within British Columbia, and occasionally in Alberta. Teaching methodologies are based on best practice, student centered learning needs, and faculty expertise.

Standard 1: Structure

The program's strategy, policies, procedures, and resources support student preparation to attain and demonstrate the Entry-Level Competencies (ELCs) and BCCNM Standards of Practice for the professional designation.

Indicator 1.1: Program Governance

1.1a Program governance structure (3%)

Description: The program (and/or educational institution) has documented governance structures and processes for the delivery of a nursing or midwifery education program that consistently prepares graduates to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice for the designation.

A. Program-specific governance structure

Describe program governance structures (include relevant institutional structures) and accountabilities for program delivery and decision making.

Dr. Rani Srivastava, Dean of Nursing at TRU, is responsible for academic oversight for all Nursing programs at TRU, including Kamloops and Williams Lake campuses, TRU Regional centers, and our BC Open Learning Division (BCCNM Reg#0982134). Williams Lake and TRU's Regional Centers are an integral part of our university and provide important educational opportunities for the people we serve. The Dean has academic oversight for key deliverables for the PN program including program delivery, practice placements, faculty hiring, resource allocation, faculty and student support, while ensuring the PN Program meets the highest standards of delivery according to Provincial standards of practice as set by the BCNNM. The Dean of Nursing ensures that the PN Program meets all academic standards of competencies and pedagogy as developed through the Provincial Curriculum.

Dr. Tracy Hoot, Associate Dean of Nursing, reports to the Dean of Nursing (BCCNM Reg #0693802). The Associate Dean is responsible for management and supervisory functions as assigned by the Dean, including the academic coordination of existing nursing programs, curriculum renewal, program reviews, and the development of new programs on campus and through the Open Learning Division. The Associate Dean also ensures that students and applicants for all programs receive appropriate academic counselling and advising. The Associate Dean assumes the role of Acting Dean in the Dean's absence.

Mr. Baldev Pooni, Dean of TRU Williams Lake campus, is responsible for local management of the financial operations and general oversight of the Williams Lake campus site. Additionally, as Dean for Williams Lake campus, he works closely with the Dean of Nursing on all academic matters related to the PN program delivery. Recently, Dr. Kylie Thomas, was appointed into a new position, Academic Director position for Williams Lake and the Regions, to assist the Dean of Williams Lake campus to implement the Provost's initiatives in Strategic Enrolment Management and the Academic Plan.

The Chair for HCA/PN, Ms. Kim Morris (located in Kamloops), is responsible for providing leadership and management to enable successful delivery of the PN program (BCCNM Reg# 0837710). She contributes to ongoing improvement plans by collaborating with her team in delivery of the School of

1.1a Program governance structure (3%)

Nursing's strategic priorities. She oversees delivery of the provincial curriculum and any changes implemented. Ms. Morris is responsible for working with Ms. Patti Boyd, (Practice Lead, located in Williams Lake) in mentoring and supporting faculty in their role as teachers in the classroom and practice. Furthermore, the Chair supports Ms. Boyd in the day-to-day operations of delivering the practice component of the PN program.

Ms. Thea Telford, Program Administrative Assistant of TRU Williams Lake School of Nursing (located in Williams Lake), is responsible for collecting post-admission PN completed documentation. Ms. Telford arranges student practice placements for CPEs and the Final Practice Experience.

Describe plans to ensure continuity, integrity, and quality of program delivery in the event of program leadership change, attrition, or unusual circumstances.

As discussed in Appendix C, there is a plan in place in the event of a planned, or unplanned vacancy, in any of the three (3) leadership positions within the School of Nursing. The Associate Dean assumes the role of Acting Dean in a planned event, or interim in an unplanned event. In the Associate Dean's job description (Appendix B, p. 6), reference to the role of Acting Dean in the Dean's absence is outlined. As a faculty position, the PN Chair is appointed according to TRU/TRUFA Collective Agreement. In a planned event, such as a holiday/vacation, the Associate Dean would assume responsibility for faculty and student concerns, whereby the day-to-day operations would be assumed by a PN faculty member.

Submit the following as appendices:

- *Appendix A: Organizational chart(s).*
- *Appendix B: A list of the program leadership roles/titles who are responsible for decision-making within the program. Include academic qualifications and professional registration (if any).*
- *Appendix C: Policies or processes that demonstrate a plan in case of planned or unplanned vacancies in leadership positions within the program.*
- *Appendix D: A list of decision-making committees (or equivalent) with brief description of the function and membership composition (e.g., program educators, students, preceptors, institutional or program administrators, alumni, clients).*

Describe how changes to the program that may impact students' ability to attain and demonstrate the ELCs and BCCNM Standards of Practice are made and communicated to the relevant stakeholders. (Examples of changes could include but are not limited to: changes to the curriculum, learning resources, program educator resources, program admission requirements, modifications in response to current evidence and emerging trends.)

The main committees in the PN program that support faculty and students include Committees of Faculty Council, Other Committees, and Ad-Hoc Committees (Appendix D, p. 16). Committee membership, including functions and responsibilities of committee members, are included in Appendix D. The School of Nursing regularly seeks counsel and guidance from Advisory committees to assist in ensuring that its programs are current and address population health needs within the community. Two committees, the School of Nursing Program Advisory Committee, situated at the Kamloops campus, with stakeholders being teleconferenced in, and the Health Education Committee,

1.1a Program governance structure (3%)

stakeholders meeting face-to-face at the Williams Lake campus, meet biannually to discuss health authority policy changes, program updates, clinical practice requests, employment opportunity for graduates, and practice issues.

Submit the following as an appendix:

- *Appendix E: One example of a change made in the program since the last program review. Include who was involved in the change, how it was communicated and how it was (or will be) evaluated. Include policies or procedure documents that support this decision-making.*

B. Program assesses and documents that applicants/students meet English language admission requirements, and understand the skills and abilities required to learn safe, ethical, and competent care prior to admission, as outlined in the Requisite Skills and Abilities (RSAs) for nurses, or equivalent for midwifery programs.

Describe program admission requirements for English language proficiency.

[Academic admission requirements](#) for the PN program include grade 12 (or equivalent), or mature student status which includes successful completion of English Studies 12 with a minimum grade of 65%, or English First Peoples 12, with a minimum grade of 65% or equivalent.

In the [TRU Academic Calendar](#), the English language requirements are detailed as part of the PN program admission requirements (Appendix F, p.). For internationally educated applicants, the International English Language Testing System (IELTS) is identified as one of the tests available for applicants requiring an English proficiency assessment. The minimum scores for the IELTS are also provided: Overall Band Score 7.0, Reading 6.5, Listening 7.5, Writing 7.0, and Speaking 7.0.

Describe the process used to ensure graduates meet English language proficiency requirements for registration with BCCNM.

Applicants apply to the PN program, submitting official high school and post-secondary academic transcripts. A myTRU account is created for each applicant where the applicant can see what was submitted and what, if any, documents are outstanding. The transcripts are assessed by the Admissions Department to ensure that the applicant meets PN program admission requirements. TRU Admissions will verify that the applicant meets English language proficiency prior to admission. If an English proficiency test is required, it is up to the applicant to arrange the test. TRU Admissions will verify the English proficiency scores by accessing the independent IELTS site. Admission requirements are tracked by the Admissions staff who are in contact with the applicant on their application assessment (Appendix G).

Submit the following as appendices:

- *Appendix F: Written policies, processes and/or procedure documents on English language proficiency.*
- *Appendix G: One example of a template (or other form of documentation) for tracking that students are meeting the English language proficiency admission requirements.*

1.1a Program governance structure (3%)

Describe the process used to communicate with both prospective and enrolled students about the skills and abilities required to learn safe, ethical, and competent care (RSAs for nurses, or equivalent for midwives).

All accepted PN students are required to complete post-admission documents prior to clinical. On the TRU School of Nursing website, students are directed to read, “Becoming a Licensed Practical Nurse in Canada: Requisite Skills and Abilities (2013)”. Once they have read the brochure, the student signs an RSA form and returns it to the Admissions Office. See Appendix H for the BCCNM Requisite Skills information sheet presented to students.

Submit the following as an appendix:

- *Appendix H: Examples of documents used to communicate with students regarding the skills and abilities required to learn safe, ethical, and competent care (RSAs for nurses, or equivalent for midwives).*

Describe the process for determining and documenting student accommodations to support students in achieving the ELCs and BCCNM Standards of Practice for theory and practice courses, consistent with the RSAs for nurses, or equivalent for midwives.

When students register into the PN program, they have the option of stating that they require services and academic accommodations due to a documented disability. They are encouraged to book a virtual or an in-person appointment with an accessibility advisor to discuss their eligibility and needs. If accommodation is required, TRU Accessibility Services sets up the accommodation for the student before the course begins, time permitting. An accommodation letter is sent from Accessibility Services to the Exams department, with the student and instructor receiving a copy of the letter.

Submit the following as an appendix:

- *Appendix I: Program/institution policy, or equivalent document, to demonstrate how the program determines and documents a student accommodation to support students achieving the ELCs and BCCNM Standards of Practice consistent with the RSAs for nurses, or equivalent for midwives.*

1.1b Program Evaluation (4%)

Description: *There are documented accountabilities and processes for ongoing program evaluation including structure, curriculum, and outcomes.*

Describe who has responsibility for ongoing program evaluation, including program structure, curriculum, and outcomes (e.g., role or committee).

The role of the School of Nursing Program Evaluation Committee (PEC) is to evaluate the ongoing implementation and outcomes of the curriculum to ensure that the program prepares students to practice as healthcare providers. Committee representation includes the Dean and/or Associate Dean, faculty representation from School of Nursing programs (MN, MN-NP, BScN, PN, HCA, and Open Learning), and students. The roles and responsibilities of the Co-Chairs and committee members, and committee goals (outcomes) are outlined in Appendix J.

Describe who participates in ongoing program evaluation (e.g., program educators, students, preceptors, institutional or program administrators, alumni, clients/consumers).

The PEC committee meets monthly to facilitate the School of Nursing assessment and evaluation processes for recognition and accreditation of School of Nursing programs. Surveys and/or meetings, such as focus group interviews with students, faculty, graduates, and stakeholders are completed regularly.

Describe who monitors changes in the ELCs and BCCNM Standards of Practice for consideration of program or curriculum modifications.

The Dean, Associate Dean, and/or Chair receive updates via email from BCCNM, and the Provincial PN Articulation committee, that gets communicated to faculty. Representatives from TRU School of Nursing are members of the Provincial PN Articulation group. Attendance at Articulation meetings provide greater understanding of, and networking, with other PN program representatives, health authorities, and BCCNM to ensure consistency, along with the opportunity to share ideas and offer input on potential curriculum changes. Information from these meetings is also shared with the PN faculty to keep them up to date on the latest information about the program provincially.

Submit the following as an appendix:

- *Appendix J: Role description and/or committee terms of reference for personnel and/or committee responsible for program evaluation.*

Describe the process for evaluating program structure, curriculum, and outcomes. Include the process for monitoring, analyzing, and using results of program evaluation to inform program decisions.

Program and curriculum feedback is gathered through a variety of methods. As a small community, faculty members have developed relationships with a number of community stakeholders (residential care, acute care, public health, and Indigenous health) through previous employment, community groups and initiatives, and as TRU faculty. Although this information is sometimes collected informally, changes to the curriculum do occur. For instance, one example, community practice sites asked that students not to wear 'scrubs' but to wear casual community clothing, especially for those working with youth. Another practice site asked for students to not wear the TRU dress code 'scrubs' as the darker color reminded some residents of prison clothing, which contributed additional mental health stress for those residents with dementia. This information was shared at the monthly faculty meeting, which the Chair and Associate Dean attended, with a decision made to change the dress

1.1b Program Evaluation (4%)

code for those particular practice sites. Information was then relayed back to stakeholders during the Williams Lake Health Education committee meeting (Appendix D: p. 25) and put into the practice manuals for those clinical sites.

Yearly PN student focus group feedback, graduation surveys, and stakeholder surveys are collected, reviewed, and collated by the PEC and shared with the Curriculum Committee, Faculty Council, and faculty. Depending on the issues brought forth, the PEC committee will decide on what action, program, or curriculum will occur.

Submit the following as an appendix:

- *Appendix K: The program's evaluation plan to demonstrate how the program is evaluating program structure, curriculum, and outcomes. Evaluation plan to include: methods of data collection and analysis, timelines (including dates), accountabilities and processes for using results.*

Describe the process for communicating changes resulting from program evaluation to the relevant stakeholders and ensuring changes are standardized across sites (for programs with multiple sites).

Any curricular change resulting from program evaluation that would be relevant to stakeholders is communicated through the Program Advisory Committee (Appendix D, p. 22) and the Williams Lake Health Education Committee (Appendix D, p. 25). The Program Advisory Committee meetings take place in person or via teleconference, as deemed appropriate by the Committee Chair. The Williams Lake Health Education Committee, which meets in person biannually, focuses more so on the health programs offered at the Williams Lake campus, such as the BScN (years 1 and 2), PN, and HCA.

Submit the following as an appendix:

- *Appendix L: One example of a change/modification to the program made in response to program evaluation since the last program review and how these were communicated to relevant stakeholders (e.g., program educators, sessional or contract program educators, students, regulatory college, etc.).*

Indicator 1.2: Client and Student Safety

1.2a Orientation of students and program educators to practice learning settings (2.5%)

Description: *There is orientation of students and program educators to the practice learning setting prior to the student commencing activities involving clients.*

Describe how the program ensures students and program educators meet the requirements to attend the practice learning setting, including who is responsible for this process. Examples of requirements may include, but are not limited to: agency requirements, BC Practice Education Guidelines, Provincial Health Authority Learning Hub.

Students and Faculty teaching in practice settings are required to complete the mandatory online Student Practice Education Core Orientation modules (SPECO) for all BC Health Authorities. In addition, faculty are expected to complete activities on the Learning Hub, specifically for Interior Health. It is the responsibility of each faculty member to ensure that they have completed the SPECO modules, Basic Life Support/CPR recertification, and any other agency requirements. The Program Assistant tracks student completion of the SPECO modules, Basic Life Support/CPR certification, and Criminal Record Check, informing the Practice Lead and PN Chair when modules and prerequisites to clinical practice have not been completed (Appendix M). Students who have not completed the mandatory modules and prerequisites will not be permitted to go into clinical until all requirements have been met. Verification of RN licensure is confirmed for all faculty (sessional and ongoing) by the Program Chair prior to the beginning of the practice course.

Faculty assigned to teach students in the clinical setting must ensure that they are familiar with agency policies and requirements. Each faculty member is expected to contact the agency to arrange for an orientation prior to the clinical practicum. Orientation for new faculty members includes identification of, and support in, obtaining core responsibilities such as SPECO being completed. New clinical faculty are provided with “Clinical Instructor Requirements” (Appendix M, p. 88) and Practice Education Guidelines for BC Orientation: Workplace Health and Safety Education Certification Standards (Appendix M, p. 89). Faculty are responsible for ensuring compliance with BC Workplace Health and Safety Education Certification.

Submit the following as an appendix:

- *Appendix M: One example of how the program documents that students and program educators meet the requirements to attend the practice learning setting.*

Describe the process for orienting students to the practice learning setting, including the timing of the orientation.

At the time of admission into the PN program, all students are given Moodle access to the Williams Lake School of Nursing HUB (Appendix N, p. 96). The HUB includes PN program information: *PN Student-Faculty Handbook*, program policies, course schedules, textbooks, clinical prerequisite requirements), nursing practice orientation modules, and submission of pre-clinical documents (Appendix N, p. 97).

Students are assigned to clinical practice groups by the Practice Lead and the Program Assistant. Students meet with their clinical instructor one week prior to the start of clinical practice. The faculty member reviews the *PN Student-Faculty Handbook* (clinical practice policies such as professional conduct, progression, dress code, and evaluation) (Appendix N, p. 120-123), ensures that students

1.2a Orientation of students and program educators to practice learning settings (2.5%)

have their School of Nursing Practice identification (Appendix N, p. 176), course outline, clinical schedule, and a reminder to complete the pre-practice clinical modules located on the Williams Lake School of Nursing Moodle HUB.

On the first day of clinical practice, students are oriented to the facility and the unit to which they are assigned to. Faculty provide the students, as a group, with a tour of the facility. To orientate to the unit students, participate in a scavenger hunt (Appendix N, p. 178-182). In addition, the faculty member discusses clinical expectations such as client assignments, student assignments, safety to practice (Appendix N, p. 149-156), unusual occurrences (reporting safety events) (Appendix N, p. 161 & p. 172), and LPN Entry-Level Competencies.

Submit the following as an appendix:

- *Appendix N: A sample of orientation materials to the practice learning setting for students, including materials used for reporting safety events.*

Describe the process for orienting program educators to the practice learning setting, including the timing of the orientation (including sessional or contract program educators).

All new faculty receive general faculty orientation to TRU and the School of Nursing. TRU Faculty have access to the Nursing Faculty: Williams Lake Teaching and Learning (Clinical and Classroom) Moodle HUB (Appendix O, p. 187), *PN Student-Faculty Handbook* (Appendix N, p. 98), and Clinical Preparation Guidelines which outline expectations for Agency preparation, Student preparation, and Faculty Clinical Preparation (Appendix O, p. 188-190). Also, the Chair and Practice Lead provides the new faculty member with a checklist of tasks to be completed as part of their orientation to classroom and/or clinical teaching (Appendix O, p. 191).

In the PN program there is a minimum of 2 clinical groups. Typically, one clinical group is assigned to a regular faculty member who is then available to help orientate any new hires to faculty practice expectations (Safety to Practice – Appendix N, p. 149-156; Health and Safety Policies, Appendix N – 159-p. 160; Reporting of an Unusual Occurrence Involving Client Safety, Appendix N, p. 161 & 172). In addition, the Chair will check-in with the newest faculty member regularly and will be consulted if any concerns arise such as the reporting of safety events, student concerns, or general clinical expectation questions. Also, the Practice Lead is available for ongoing consultation regarding clinical questions and student concerns.

Based on individual faculty member learning needs, the Practice Lead provides orientation to the lab settings by assessing and tailoring orientation to the lab/simulation setting. Faculty have the ability to use the lab, if need be, to refresh clinical skills.

Submit the following as an appendix:

- *Appendix O: A sample of orientation materials to a practice learning setting for program educators, including materials used for reporting safety events.*

Describe the process for orienting program educators (including sessional or contract program educators) to the program philosophy, structure, curriculum, leveling and aligning of learning expectations, course learning outcomes, and the ELCs and BCCNM Standards of Practice for courses they are responsible for teaching, to support students and agency staff/preceptors.

1.2a Orientation of students and program educators to practice learning settings (2.5%)

Mentorship of new faculty is ongoing. Oftentimes, one or two regular faculty members mentor the 'newer' faculty member about the curriculum, policies, and procedures. The PN Chair also provides a broad overview of the PN program to the new faculty member, providing ongoing support through emails, regular meetings (face-to-face & virtual Teams conferencing), and/or through the offering of professional development activities.

On the School of Nursing Moodle HUB, faculty have access to the Practical Nursing Program Provincial Curriculum Guide (2017) and the TRU *PN Student-Faculty Handbook* which contains the PN Curriculum Philosophy, Levelling and aligning of course expectations, Program Purpose, Course Learning Outcomes, Curriculum Framework, Program Matrix (Appendix N, p. 104-111) and BCCNM Scope of Practice for LPNs. As a group, faculty meet regularly and informally to discuss curriculum questions and/or student concerns as they arise.

New faculty are provided with a handout on "New Faculty Orientation: Thriving in the Frist Semester". As well, new faculty are encouraged to complete the "New Clinical Faculty Needs Assessment" (Appendix P, p. 192-194) which is reviewed with the Chair prior to the start of clinical.

Submit the following as an appendix:

- *Appendix P: A sample of materials used to orient program educators (including sessional or contract program educators) to the program philosophy, structure, curriculum, leveling and aligning of learning expectations, course learning outcomes, and the ELCs and BCCNM Standards of Practice for course(s) they are responsible for teaching, to support students and agency staff/preceptors.*

1.2b Regulatory supervision of student activities in all practice learning activities that affect clients (5%)

Description: *There is regulatory supervision of all student practice learning activities involving clients.*

Describe how program educators are prepared and supported to ensure safe and effective regulatory supervision of students.

All employed nursing faculty (ongoing and sessional) are RNs. As RNs their scope of practice includes the scope of the PN practice. As instructors in the PN program, the faculty have immersed themselves into the curriculum to develop a greater depth of the necessary skills, knowledge, and requirements for PN practice – the competencies, practice, and professional standards.

When hired, faculty have access to the Williams Lake School of Nursing Teaching and Learning (Clinical and Classroom) Moodle HUB. The HUB includes resources such as Struggling Student Algorithm, Elsevier Clinical Education links, Clinical Preparation, Selecting Client Assignments, and Providing Feedback to Students. New faculty meet with the Chair after they have completed the “New Clinical Faculty Needs Assessment” to determine faculty specific orientation learning needs (Appendix P, p. 195).

The Practice Lead and PN Chair reviews, with the new hires, the TRU *PN Student-Faculty Handbook*, focusing on Safety to Practice and the BCCNM Scope of Practice for Practical Nurses, noting the Schedule of Skill Theory and Practice, and Medication Administration Limits and Conditions (excerpt from Handbook located in Appendix Q, p. 200-202). The nurse’s regulatory supervision responsibilities are discussed with the faculty member: knowing the student’s competence, authorizing activities the student may carry out, setting conditions, and managing risks (BCCNM, 2023). Faculty are encouraged to contact the Chair when questions arise in clinical. The Chair, and Practice Lead, are automatically involved in situations where students witness, or are involved, in any unusual occurrence (client safety and/or student safety).

Submit the following as an appendix:

- *Appendix Q: Program materials that demonstrate how program educators are prepared and supported to ensure safe and effective regulatory supervision of students.*

Describe how agency staff/preceptors are prepared and supported to ensure safe and effective regulatory supervision of students.

Preceptors are experienced practicing LPN’s who have been recommended by their unit manager. However, in some instances, the preceptor may be an RN or RPN with knowledgeable of the LPN scope of practice. Prior to the preceptorship, preceptors receive a Preceptor/Student Guide (course outline); both an electronic and hard copy from the faculty advisor. The Preceptor/Student Guide includes a section that discusses the responsibilities of the learner, preceptor, and faculty advisor (Appendix R, p. 215-217). In addition to the Preceptor/Student Guide, preceptors receive an introductory letter from the faculty advisor. The preceptor may choose to use the midterm and final evaluation tool to collect student clinical evaluative data, but ultimately it is the faculty advisor’s responsibility to complete the midterm and final evaluation of the preceptored student.

Faculty members are available to preceptors 7 days a week. Many faculty members have taught students in the same unit, or agency, for several years, and have built supportive practice-education relationships with unit/agency staff. The faculty student ratio in the practice courses that involve a

1.2b Regulatory supervision of student activities in all practice learning activities that affect clients (5%)

preceptor is 1:18. All preceptors are oriented by individual faculty members, provided with faculty contact information (phone, email), and are encouraged to contact the faculty advisor outside of regular check-in times if questions arise regarding the preceptorship experience. The frequency of contact, in particular face-to-face visits, is based upon feasibility, student-preceptor need, and/or agency expectations. At the end of the preceptorship, preceptors are asked to provide evaluative feedback on the preceptorship experience.

Submit the following as an appendix:

- *Appendix R: Program materials that demonstrate how agency staff/preceptors are prepared and supported to ensure safe and effective regulatory supervision of students.*

Describe how roles/responsibilities for each of the stakeholders listed below are communicated to each other in practice learning environments:

- *Program educators;*
- *Agency staff/preceptors;*
- *Students*

Recognizing that faculty may not be on site during a preceptorship when questions arise from the preceptor, student, and/or agency, various modes of communication are used. For instance, the social media “Whatsapp” application is typically used for informal communication between students, as well as between faculty and students. This platform allows groups to communicate with one another, making it easy for faculty to send messages to an entire clinical group. If the communication does not involve the group, and is between a student and faculty member, the faculty member may choose to visit the student in clinical, email, or phone.

In the faculty member’s introductory letter to the preceptor, the faculty member’s and PN Chair’s contact information is included (Appendix R, p. 229). The preceptor and unit each receive a copy of the preceptor orientation manual, course outline (Appendix R, p. 207-228), and a section from the TRU PN Handbook that identifies the schedule of clinical skills, and roles and responsibilities of the student, faculty, and preceptor/agency staff, recognizing that students may be supervised by staff other than their assigned preceptor.

The faculty advisor meets with the students prior to the preceptorship to review the course outline, BCCNM Practice Standards, and roles and responsibilities of students, preceptors, and faculty advisors. The faculty advisor schedules regular meetings with the student and preceptor throughout the preceptorship, however, will adapt the number of visits to the preceptor’s and student’s learning needs.260-

Submit the following as an appendix:

- *Appendix S: One example of documentation of how roles/responsibilities for each of the stakeholders listed below are communicated to each other in practice learning environments:*
 - *Program educators;*
 - *Agency staff/preceptors;*
 - *Students*

1.2b Regulatory supervision of student activities in all practice learning activities that affect clients (5%)

Describe how program educators, agency staff/preceptors bring student fitness to practice, or safety concerns forward for resolution.

The interaction between the student, faculty member, and nurses is paramount in the development of competencies needed for professional nursing practice. For the most part, feedback given to the student verbally or in writing is sufficient for students to progress towards professional practice. Written evaluations, in the form of practice appraisals, are the primary method of recording students' progression towards professional practice. However, from time to time, learning contracts are considered necessary by faculty to clearly communicate competencies of concern and strategies to achieve practice expectations for the course (Appendix T, p.261-263).

To help guide faculty, a "Struggling Student Algorithm" was developed (Appendix T, p. 264). The learning contract is one method designed to focus student and faculty attention on practice competencies of concern and specific strategies to promote student achievement of the competencies. Students are referred to the *PN Student-Faculty Handbook* for information on the purpose and use of learning contracts in clinical practice. For any clinical concerns regarding student fitness to practice or safety concerns (client and/or student), the Practice Lead and Chair are brought into the discussion.

Any practice concern (client safety; fitness to practice) can be brought forward by Agency staff, preceptor, faculty, other students, and the public. The faculty member would gather information prior to meeting with the student, would inform the Chair, and would then meet with the student to gain their perspective. Depending on the situation/context of the concern, will determine the action to be taken. For instance, if there are significant safety concerns prior to the end of the practice rotation, a student may be removed from the practice area, and the student will fail the course. Also, if performance is unsatisfactory at the end of a learning contract, the student will fail the course, receive a grade of No Credit Granted (NCG), and will be required to withdraw from all nursing courses.

Submit the following as an appendix:

- *Appendix T: Program policies, procedure documents, standards and/or guidelines that address how student fitness to practice or safety concerns are addressed in the program.*

1.2c Regular assessment of student performance in theory, lab, simulation, and practice learning experiences (5%)

Description: *There is regular assessment of student performance in practice learning experiences (includes documented assessments and mechanisms for remediation, as required).*

Describe the process and time frames for formal (documented) and informal assessment and evaluation processes for students against the ELCs and BCCNM Standards of Practice.

Both formative and summative evaluation and feedback is provided to all students. This will vary depending on the course; however, TRU and the School of Nursing expect faculty to provide timely and rigorous verbal and written feedback in theory, lab, and practice courses. For example, in theory courses, faculty may use assignment rubrics, as well as meet with a student one-to-one to discuss how the student did on a paper or on an exam. In the lab setting, students will receive written feedback as well as 'in the moment' feedback on skills being performed. In the clinical setting, feedback is continuous, such as when observing or assisting students with their skill development and implementation.

More formal feedback will be at mid- and end-term of the clinical experience. When students are in instructor led practicums, data to inform formative evaluation may be completed through direct observation by faculty, faculty discussion with clients, families and nurses on the unit, the student's self-reflection of their practice in relation to competencies and student submission of assigned homework (nursing process workbook). Faculty assist students to be successful through a planned approach that is iterative to help guide students to achieve the learning outcomes and practice competencies. This includes ongoing meetings with the student to ascertain how things are going and if the student has access to or is using resources and supports available.

In the preceptorship, faculty advisors connect with the preceptor and student in prearranged times (face-to-face, virtual, or phone). Preceptors and students are encouraged to reach out to the faculty advisor when questions and/or concerns arise at anytime during the preceptorship. The preceptor provides formal feedback to the faculty advisor regarding the student's clinical performance mid-way through the preceptorship and near completion of the practice hours. It is always best if the preceptor, student, and faculty advisor can meet as a triad to discuss the mid-term and final evaluative feedback, but that is not always possible. Sometimes when the preceptor is providing the faculty advisor with unfavorable feedback on the student's clinical performance, the preceptor may choose to meet with the faculty advisor only. However, all feedback that is provided by the preceptor and agency staff is discussed with the student and included on the clinical evaluation forms.

Submit the following as an appendix:

- *Appendix U: Examples of a formal evaluation tool demonstrating student progression of practice learning expectations from two levels/semesters of the program. For this submission, one evaluation tool should be blank, and one should be a completed anonymized evaluation tool.*

Describe how student competence is assessed and documented prior to practicing with clients.

Students are expected to be prepared for all practice learning experiences. Lab theory and practice introduces students to new information, provides time for students to practice new psychomotor skills, and allows lab faculty members the opportunity to assess and evaluate the student's proficiency and competency in performing a psychomotor skill prior to the student performing the

1.2c Regular assessment of student performance in theory, lab, simulation, and practice learning experiences (5%)

skill with clients in the nursing practice setting. Laboratory and practice learning experiences have been developed to enable students to apply competencies and standards of practice directly with clients. The BCCNM LPN Entry-Level Competencies and Standards of Practice are incorporated in these practice courses through seminar discussions, reflective practice narratives, and the use of the Practice Appraisal Forms.

Students demonstrate skill competence through active participation in lab skills, participation in in-lab simulations, successful lab skill return demonstrations, and the successful completion of a final consolidated simulation activity where all psychomotor skills learned in the course are incorporated into a case study. The student must demonstrate progress in all five categories of the LPN Entry-Level Competencies and meet the minimal semester requirements for the lab course.

Lab practice faculty communicate with clinical practice faculty when students demonstrate knowledge and/or a psychomotor skill that is concerning. However, it is noted that although some students perform poorly in the lab setting, they may excel in the practice setting. Depending on the student's skill level and confidence in clinical practice, the student may be asked by their practice faculty member to review the skill in the lab under the direction of a peer teaching assistant, or lab faculty member.

Submit the following as an appendix:

- *Appendix V: One example of documentation that supports how student competence is assessed and documented prior to practicing with clients.*

Describe the process for student remediation when students are not progressing as per course expectations.

The PN program follows the TRU policy on Successful Academic Progression. Students must achieve at least a C grade (minimum 60%) in each required course and maintain a cumulative Grade Point Average (GPA) of 2.33 (minimum 65%) in order to progress to the next semester of the program. Students must also successfully complete all nursing practice courses to progress to the next semester of the program. If a student falls below a GPA of 2.33 or obtains less than a C (60%) in a required course, the Chairperson may assess the progress of the student on an individual basis. The student will normally be required to repeat the course to achieve a C or better grade, or repeat the practice course, to obtain a complete (COM). Students who have a GPA below 2.33 may be placed on academic probation. Students are sent a "letter of concern, outlining the instructor's concerns" (Appendix W, p. 374). A student may repeat a given course (theory or practice) one time. (Exceptions for special circumstances require written approval of the PN Chair and Associate Dean). A student who fails a practice course cannot progress in the program until the course is passed. If when repeating the practice course, the student passes, then the student will re-enter the program at a subsequent offering of the same semester in which the failure occurred; provided there is an available seat. If in repeating the practice course the student fails again, then the student will be removed entirely from the program.

When a student is identified as being challenged in meeting the RSAs, the faculty and/or PN Chair will meet with the student to discuss possible accommodation, remediation, and/or if necessary, removal from the program. Students with health challenges that would interfere with them meeting the RSAs

1.2c Regular assessment of student performance in theory, lab, simulation, and practice learning experiences (5%)

are encouraged to seek support and interventions that will assist them in maintaining the RSAs (e.g., they are directed to the Accessibility Services on campus if they have sustained an injury that causes them to experience a disability). The PN program makes every attempt to accommodate students. For instance, when students have physical or psychological injuries (mental health issues, fractured limbs, sprains and strains, or minor surgery), alternate arrangements may be possible that can allow them to complete the program, for example, usually by rearranging clinical practice to accommodate their recovery.

Students who fail a return demonstration in clinical must complete remediation activities. Such activities may be reviewing theoretical information, practicing in the laboratory, and/or in the clinical setting, as required. Open practice lab times are available during the day when the lab is not in use, and by request at other times. A peer teaching assistant or lab faculty member are available to provide informal feedback.

The PN program is committed to balancing student success with accountability to the public. If students have been identified by their clinical faculty member as not meeting the competencies and Standards of Practice, per course learning outcomes, a clinical learning contract may be necessary. The learning contract is designed to focus both the student and faculty member's attention on the practice competencies of concern and identify specific learning strategies to assist and promote student achievement of the competencies, and to monitor and document the student's progress. The strategies are developed by the faculty member and student together. Some strategies may include: direct faculty supervision of all nursing care; a second faculty member may be brought into the practice area to work individually with the student; the student may be required to return to the lab for extra practice; or the student may be required to meet with the faculty member prior to the practice experience in the clinical setting to discuss their plan of care, or how they will complete nursing care. Faculty are supported by the Practice Lead and the PN Chair in developing student learning contracts.

Submit the following as an appendix:

- *Appendix W: One example of a completed anonymized student remediation plan.*

Describe the processes to fail or remove students from the practice learning setting if they are unsafe or unethical.

Students are required to meet the learning outcomes for each and every course. In the clinical setting, frequent informal feedback is provided by the instructor when observing students performing psychomotor skills. More formal feedback occurs at mid- and end-term of the clinical experience. Faculty will also use students' self-evaluations, preceptors' feedback, and preceptorship evaluation forms to guide faculty in the assessment of the student's success in clinical practice. Success is based on ongoing feedback from preceptors about areas of concern, faculty observations of students' practice skills, and discussion with the student and preceptor, as well as giving support and guidance to the student on remedial needs. The faculty will assess a student based on all these elements in relation to the Entry-Level competencies and the learning outcomes to determine successful course completion or not.

Client safety is paramount. If it has been determined that the student is deemed unsafe, and/or practising unethically, a student may be removed from the practice area, and the student will fail the

1.2c Regular assessment of student performance in theory, lab, simulation, and practice learning experiences (5%)

course. If a student fails a course, they do not progress to the next semester. All theory and practice courses are prerequisites for the next semester. Students have the right to appeal the decision, but the appeal must be registered within 30 days of the failure. The request is reviewed by the TRU [Academic Appeals committee](#) which will convene an appeal hearing within 4 weeks of the appeal submission. Students are not permitted to continue with practice courses while the appeal is in process. If the student is successful in the appeal, the PN Chair and faculty member will work with the student to accommodate missed practice hours to assist him/her in being successful in the program.

Policies related to a student's failure, or removal from the program, can be found in Appendix X: The *PN Student-Faculty Handbook* (Professional Conduct – p. 413-415; TRU School of Nursing Guidelines – p. 416-417; Progression Policy, p. 419-422; Learning Contract Policy, p. 423

Submit the following as an appendix:

- *Appendix X: Policies and/or procedure documents related to student assessment, evaluation, remediation, and failure in the practice learning experiences.*

1.2d Processes in place to prevent, manage, and learn from safety incidents (2.5%)

Description: The program demonstrates current best practices to prevent, manage, and learn from safety incidents/adverse events, near misses, and incidents of racism. The program ensures culturally, psychologically, physically, and educationally safe environments in which students and all program employees are expected and supported to speak up and to take action where safety is concerned.

Describe how the program is ensuring the learning environment is culturally, psychologically, physically, and educationally safe for students and clients.

The Williams Lake campus employs a Coordinator of Indigenous Student Services whose role is to ensure that support services are culturally appropriate. As well, Elders are available at the Williams Lake campus to provide personal consultation, conversation, guidance, and mentorship to Indigenous students. Faculty can also request an Elder as a guest speaker in their class to teach Indigenous knowledge and culture. In addition, there are a number of TRU Indigenous print resources available to support faculty in ensuring that they are providing a learning environment that is culturally psychologically, physically, and educationally safe for students (TRU Land Acknowledgement: Appendix Y, p. 482; TRU Indigenization and Decolonization for Faculty: Appendix Y, p. 75; Supporting Indigenous Learners: Appendix Y, p. 477 ; Indigenous-based Learning Pamphlet: Appendix Y, p. 480).

During the first week of classes (intake year), all nursing students participate in a full week of orientation. Indigenous activities, that are included in the orientation are highlighted in Appendix Y, p. . The scavenger hunt, hosted by the Williams Lake Indian Friendship Centre, introduces students to the numerous Indigenous supports available in Willimas Lake. Students end the day with a Pow Wow, which includes an Indigenous meal and drumming. Also, as part of the orientation, students and faculty are expected to complete the certificate, “4 Seasons of Reconciliation”, offered at TRU, and located on the Moodle platform. The instructor guide that is included in Appendix Y, p. 483-488, provides educators with foundational knowledge to truth and reconciliation in Canada, helping to create a safe learning for Indigenous and non-Indigenous learners.

Submit the following as an appendix:

- *Appendix Y: Policy and/or procedure documents that demonstrate how the program is ensuring the learning environment is culturally, psychologically, physically, and educationally safe for students and clients.*

Describe how the program is implementing the BCCNM Practice Standard Indigenous Cultural Safety, Cultural Humility, and Anti-Racism in the program to ensure safety for students, program educators, and clients, including those who are Indigenous.

The School of Nursing recognizes that each faculty member must have an understanding on their own knowledge, assumptions, and beliefs on discrimination and anti-racism in order to provide a safe learning environment for their students. To begin this journey of self-reflection, a group of School of Nursing faculty and students, led by an Elder, surveyed nursing faculty, students, and staff on “What is the experience of SON students, faculty, and staff regarding design, development and delivery of Indigenous knowledge in nursing education?”. From this, several professional development opportunities emerged (Talking Circle: A three-hour talking circle for TRU faculty, students, and staff to learn about being an ally for Indigenous People; Indigenous guest speaker: Smudging information and education sessions).

1.2d Processes in place to prevent, manage, and learn from safety incidents (2.5%)

All nursing faculty (Williams Lake and Kamloops) were expected to attend and participate in a two-day workshop based on the “In Plain Sight Summary Report: Addressing Indigenous-Specific Racism and Discrimination in BC Health Care” hosted by Dr. Sheila Blackstock (SON Faculty Member). From this several recommendations emerged (Appendix Z, p. 489).

All nursing students must complete the seven (7) study modules from the e-learning series, Trauma-Informed Care (TIC). Student learning outcomes from this certificate course includes an increased awareness and understanding of trauma and TIC (Appendix Z, p. 492). In Professional Communication (PNUR 1600), one of the learning outcomes, “Identify effective and culturally sensitive and aware communication strategies for First Nation, Inuit and Métis clients, their families and peers” introduces students to cultural humility, sensitivity, and awareness. The course outline for this course can be located in Appendix Z, p. 490-501.

Submit the following as an appendix:

- *Appendix Z: One example of how the program is addressing Indigenous cultural safety, cultural humility, and anti-racism in the program.*

Describe (in 1-3 paragraphs) how the program addresses and manages student practice safety concerns that originated in the practice learning settings, including how the concern was documented and communicated.

When a faculty member, agency staff, preceptor, or a member of the public has concerns regarding a student’s ability to practice safely, the faculty member would gather information regarding the situation, meet with the student to discuss the concerns brought forward, or witnessed, inform the PN Chair, and then based on the evidence would determine the best course of action. Depending on the situation/context of the concern, will determine if a remediation plan, such as a learning contract would be appropriate, or if there are significant safety concerns, the student may be removed from the practice area, and the student will fail the course.

The faculty member will discuss the situation of the safety situation/concern with the student. Students are referred to the *PN Student-Faculty Handbook* for information on the purpose and use of learning contracts in clinical practice. The PN Chair, faculty member, and student will meet together to discuss the safety concern(s). If it is determined that a learning contract will address the safety practice concern(s), the faculty member and the student will develop learning strategies to meet the expected practice competencies as outlined in the learning contract. The learning contract is signed and dated by both the student and faculty member and then placed in the student’s file. The student’s signature on the learning contract indicates that the student is aware of the concerns. The student has an opportunity to provide written feedback regarding the contract, if desired. A copy of the learning contract is provided to the student and the PN Chair. If the student’s performance is unsatisfactory at the end of the contract period, the student will receive a grade of No Credit Granted (NCG) and will be required to withdraw from all nursing courses. Refer to Appendix AA p. 505-507 for the Learning Contract Guidelines that are included as an appendix in the *PN Student-Faculty Handbook*.

Submit the following as an appendix:

1.2d Processes in place to prevent, manage, and learn from safety incidents (2.5%)

- *Appendix AA: One example of a student learning plan, contract, or other documentation (anonymized) that demonstrates how a safety event for a student was addressed within the program.*

Describe the program's process for reporting, investigating, and learning from safety and risk-related incidents for clients and students.

In discussion with the faculty member, and/or preceptor, the student will take responsibility for reporting the incident to the physician, informing the client of the incident, and documenting the incident in the client's chart. All adverse events, errors, near misses, which includes all safety and risk-related incidents by students in practice, are also documented in each agency's system. For instance, in Interior Health, this is the Patient Safety Learning System. Documentation of the incident is also required by the TRU School of Nursing. The Unusual Occurrence report, which is completed by the student, reviewed, and commented on by the faculty member, is included in the student's file. Refer to Appendix BB, p. 525-529, for the responsibilities of the student and faculty member if reporting/recording an unusual occurrence involving client safety. Copies of the completed Unusual Occurrence Forms are compiled yearly by the Chair and are shared with lab faculty to recreate as potential case studies for student learning.

The School of Nursing is committed to ensuring students enact the BCCNM Standards of Practice at all times, including the reporting and recording of unusual occurrences involving client safety, and as such has developed a comprehensive reporting, documentation and follow-up process. When patterns emerge regarding safety and risk-related incidents, general information is shared at Williams Lake School of Nursing meetings by the PN Chair or Practice Lead. Patterns are also shared and discussed at the BScN faculty meetings. In addition, the Practice Lead and/or PN Chair may choose to meet with lab faculty to discuss and determine if the student's safety incident is related to lab teaching and/or insufficient practice time in the lab for the student.

Winter driving can be hazardous in Williams Lake creating a risk to students who are trying to drive to remote areas for practice. As well, not all clinical areas have good cell service. For these areas of practice, students travel in pairs, and take with them an inReach device. This satellite device allows for two-way messaging, initiating a SOS in an emergency, and has the ability to check the weather at a specific location. The student would have one of the devices, and their faculty advisor would have the other one. If the faculty member is travelling to the practice site, a second device is left at the Williams Lake campus and monitored by the Program Assistant. In extreme weather cases, where roads may not be plowed, clinical would be cancelled and students would attend lab on campus where they would participate in simulation case studies.

Submit the following as an appendix:

- *Appendix BB: One example of a situation resulting in a risk to student or client safety and how the program's processes were used to address this event. This example can be from theory, lab, simulation, and/or practice learning experiences.*

Indicator 1.3 Qualified Program Educators

1.3a Program educators who are LPNs, RNs, RMs, RPNs, and NPs and are registered with BCCNM in good standing (3%)

Description: Processes are in place to ensure program educators who are LPNs, RNs, RMs, RPNs, and NPs have current registration, in good standing with BCCNM.

Describe the process to verify program educator’s registration upon initial hire, and annually thereafter, including who is responsible for this function.

Verification of RN licensure is confirmed for all faculty (sessional and ongoing) by the Appointments Committee upon initial hire and prior to the beginning of the lab and/or practice course. Appointments Committee Terms of Reference are in Appendix CC. For subsequent years, the Dean’s Administrative Assistant verifies all program educator’s BCCNM registration licensure.

Submit the following as an appendix:

- Appendix CC: Evidence to demonstrate the results of the most recent annual and on-going verification of registration status for all program educators employed by the program (including full-time, part-time, sessional or contract). The list includes the initials of the program educator, registrant category, registration number, registration status, and most current date registration status was verified. Provide the following information in a table as Appendix CC. See sample below.

Appendix CC: Table of Program Educators

<i>Educator initials</i>	<i>Registrant category (i.e., LPN, RN, RM, RPN)</i>	<i>Registration #</i>	<i>Registration status</i>	<i>Date Registration verified</i>

1.3b Program complement of qualified educators has current competence and is appropriate to support students and staff/preceptors (5%)

Description: Program complement of educators has current competence to:

- Support students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice, and
- Support staff/preceptors employed in practice learning settings to facilitate and assess student learning
- Ensure regulatory supervision of students consistent with the BCCNM Standards or equivalent.

Describe the process for ensuring that the complement of program educators have the qualifications to support students, and agency staff/preceptors.

When faculty are hired into a full-time bipartite position, they must hold a minimum of a Master’s degree with current practice and teaching experience. Refer to Appendix DD, p. 534-536, for *Faculty Job Posting* qualifications. All eight faculty, 4 ongoing and 4 sessional, are RNs, and 5 of the eight are masters prepared. Of the sessional faculty members, one is a Nurse Practitioner, and one has a Bachelor of Education degree. Refer to Appendix DD, p. 520-583 for faculty CVs.

Sessional faculty must hold a minimum of a bachelor’s in nursing degree with current clinical practice. Most sessionals who are hired have already completed additional certification through their employment as an RN in practice. Faculty workshops, and meetings, are regularly scheduled to update on curriculum changes and/or standards of practice changes.

Submit the following as an appendix:

- Appendix DD: Evidence (anonymized) that program educators have the qualifications required by the program to support students, and agency staff/preceptors. Provide the following information in a table as Appendix DD. See sample below.

Appendix DD: Table of Program Educator Qualifications

<i>Educator Initials</i>	<i>Qualifications/Credentials</i>	<i>Progress towards qualifications (if unmet)</i>	<i>Expected Completion Date (if unmet)</i>

Describe the process to ensure program educators have knowledge, skills, and abilities to provide education on Indigenous cultural safety, cultural humility, and anti-racism.

Faculty, when hired, are expected to complete the certificate, “4 Seasons of Reconciliation”, offered at TRU, and located on the Moodle platform (Appendix y, p. 483-488). Faculty (sessional and ongoing) are included in the School of Nursing student orientation where students conclude the week with an invitation from the Williams Lake Indian Friendship Centre to participate in a Pow Wow. As well, faculty are supported and encouraged to complete culturally competent certifications. A couple of examples are included in Appendix EE p. 584-585.

The Office of Indigenous Education works with all faculties and departments on Indigenization across both campuses (Kamloops and Williams Lake). Elders are booked through this office and are available for faculty consultation, student counselling, and as guest speakers for class. Additional Indigenous

1.3b Program complement of qualified educators has current competence and is appropriate to support students and staff/preceptors (5%)

resources are provided to faculty by the Centre for Excellence in Learning and Teaching. Refer to Appendix EE p. for one example. The School of Nursing also creates

Submit the following as an appendix:

- *Appendix EE: Evidence to demonstrate how the program is supporting program educators to have knowledge, skills, and abilities to provide education on Indigenous cultural safety, cultural humility, and anti-racism.*

Describe the process for supporting ongoing competency for program educators (e.g., teaching evaluations, professional development, developing teaching expertise, and maintaining currency).

Tenured and tenure-track faculty move through the tenure and promotion process as outlined in Article 6 of the TRU/TRUFA Collective Agreement and are assessed at both the School and University level according to University approved Tenure and Promotion criteria (Appendix FF, p. 634-642). All faculty are required to complete a summative evaluation for each course that they are assigned to teach. Course evaluative data is collected, collated, summarized, and presented to the faculty member by TRU's Integrated Planning and Effectiveness department. Other than the faculty member, the Chair receives a copy of the summative course evaluations. Depending on the feedback, the PN Chair will meet with the faculty member to discuss the results. Faculty are also expected to conduct a summative evaluation by their peers. According to Article 7 of the TRU/TRUFA Collective Agreement, a peer evaluation will be conducted within the first two semesters of employment (Appendix FF, p. 655 (TRU/TRUFA Collective agreement)). Sessional faculty are also encouraged to participate in a peer evaluation.

Also, as part of the TRU/TRUFA Collective Agreement, ongoing faculty are entitled to 20 days of professional development in each University year and are provided an annual professional allowance. Sessional hires are also provided with a professional allowance which can be used for professional and/or scholarship activities, workshops, conferences, or the purchase of teaching supplies.

The TRU Teaching Practice Colloquium is an annual event that celebrates the sharing of teaching practices throughout the university. PN faculty are members of the planning committee and participate as attendees and presenters of innovative teaching methods. It is an excellent opportunity for faculty to engage in intra-professional sharing and learning. <https://www.tru.ca/tpc.html>.

Included in Appendix FF are different examples of faculty certification. More detail information on faculty certification can be found in the faculty CV's in Appendix DD.

Submit the following as an appendix:

- *Appendix FF: Program policies/procedures that outline expectations and processes for ensuring evaluation of and ongoing competency for program educators.*

Standard 2: Curriculum

The program's curriculum prepares students to attain and demonstrate the entry-level competencies (ELCs) and BCCNM Standards of Practice for the professional designation.

2.1 Curriculum incorporates the Entry-Level Competencies and BCCNM Standards of Practice (25%)

Description: *The curriculum incorporates sufficient teaching and learning experiences in theory, integration/application, and evaluation, to prepare students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice.*

Complete the Curriculum Mapping Tool for this indicator according to the instructions found in the Curriculum Mapping Tool and Guidelines for New Education Program Review Pilot.

2.2 Practice learning experiences support students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice (15%)

Description: The program's practice learning experiences are sufficient to support students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice.

Describe how each of the practice learning experiences assists students to meet the ELCs and BCCNM Standards of Practice.

Clinical sites are selected based on the focus of the semester clinical learning outcomes. Once the sites are selected, the Administrative Program Assistant places the requests into HSPnet. If this is a preceptorship course, the students submit a document with their first three placement requests with clear rationale for why they want this experience. These requests are reviewed by the Practice Lead to ensure that they are appropriate for the student's final preceptorship, and then the Program Assistant submits the requests to HSPnet. Competition for sites continues to be challenging at times where there are other students seeking the same placements. We work collegially with the practice sites and stakeholders to address challenges to seeking appropriate practice placements.

Following the relaxation of COVID clinical practice protocols, we have been able to add a number of new Indigenous community practice sites. All of which are presented in Appendix GG.

Submit the following as an appendix:

- *Appendix GG: Evidence of Practice Learning Experiences that describe and demonstrate how practice learning experiences prepare students to practise competently, safely, and ethically with clients across the lifespan¹, and consistent with health status, and settings, required to achieve and demonstrate the ELCs and BCCNM Standards of Practice. Provide the following information in a table as Appendix GG. See sample below.*

Appendix GG: Table of Practice Learning Experiences

Semester/level of program	Name of course	Type of Placement	Describe how the placement prepares students to practice competently, safely, and ethically with clients across the lifespan.

Describe who has responsibility for coordinating practice learning experiences (role or committee).

The Williams Lake School of Nursing faculty work together with the Practice Lead, Program Assistant and PN Chair to coordinate practice learning experiences. Since Williams Lake faculty teach in all three health programs (BScN, HCA, and PN) it is important to coordinate the student placements to reduce overlap and to ensure that the placements are being used for the appropriate Entry-Level Competencies and practice learning experiences.

Describe the process and criteria to determine suitability of and assess the quality of the practice learning experiences.

¹ For midwifery, across the lifespan refers to clients who are pregnant, in labour, delivering a child and post partum, and the newborn.

2.2 Practice learning experiences support students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice (15%)

One of the responsibilities of the Practice Lead is to visit potential new practice sites to assess practice suitability for PN student placements: Type of client, staffing levels, focus of practice, and opportunities for learning, are all factors in assessing suitability.

As well, clinical faculty, on regular site visits, assess sites for continued suitability for addressing the Entry-Level Competencies and the site's ability to meet the learning needs of students. Stakeholder meetings, which occur biannually, is a great opportunity for discussing student placements with community stakeholders. Oftentimes, these meetings are where the School learns more about student placement prospects and their suitability for PN clinical practice.

Submit the following as an appendix:

- *Appendix HH: The relevant policy and/or procedure documents related to obtaining suitable practice learning experiences.*

Describe the process and criteria to determine suitability of alternate practice learning experiences, when planned practice learning experiences involving clients are not available.

Situations where students are not able to participate in planned practice learning experiences involving clients is rare. Even with COVID restrictions in some facilities, students did not lose any practice hours. More often, situations that have impacted planned student practice was due to weather (roads not being plowed during winter) and forest fires (evacuation). In these situations, the PN Chair and faculty would decide on a suitable clinical alternative. Typically, this would involve simulation in a lab environment.

Patient acuity is increasing, and yet ensuring all students have opportunities to essential clinical experiences is impossible. There are times when the students' only hands-on experience of a psychomotor skill, or a specific complex or evolving patient situation, in their entire program, will be in lab practice or lab simulation. Learning in a lab and/or simulated environment helps to ensure consistent experiences amongst students. The lab environment provides a safe place for students to learn and make mistakes. Simulation allows for improved patient safety when students must apply their learning from lab practice to the clinical setting. Simulation, using medium and high-fidelity manikins, are used as a teaching modality by many practice faculty as enrichment in their practice courses. As well, faculty use live actors to simulate care of clients with dementia, schizophrenia, or depression.

One faculty member has a graduate degree in Medical and Healthcare Simulation, therefore has the skill and knowledge to create pedagogically challenging, yet real clinical situations, where students demonstrate Entry-Level Competencies and BCCNM Standards of Practice in a simulated environment. Simulation is used as orientation for medical/surgical students in the care of patients post vascular surgery, post urology surgery; as enrichment for students to learn care of clients in acute care, community, and mental health; and to help develop critical thinking and clinical decision-making skills to support student learning in a safe and controlled environment.

Recent donor funding was used to build a Home Care Simulation Lab, set up like an actual apartment, offering students a fully immersive practice experience where they work through real-life client care situations within a home environment.

2.2 Practice learning experiences support students to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice (15%)

Submit the following as appendices:

- *Appendix II: Relevant policy and/or procedure documents related to determining suitability of alternate practice learning experiences, when practice learning experiences involving clients are not available.*
- *Appendix JJ: Methods for collecting feedback from program educators, students, and agency staff/preceptors (as appropriate) regarding practice placements with clients and alternative practice learning experiences without clients (simulation) (e.g., tools, documentation).*

2.3 Processes in place to communicate program expectations for student practice learning to staff/preceptors employed at the practice learning setting (5%)

Description: Processes are in place to communicate the program's expectations for student practice learning to the staff/ preceptors employed at the practice learning setting.

Describe the processes to ensure expectations for student learning is communicated between the program educators and the staff/preceptors from the practice learning setting. Describe both (a) group clinical placements, and (b) preceptorship experiences, including:

- establishing course learning expectations
- facilitating learning
- assessing performance and student evaluation

Faculty contact preceptors prior to the student's preceptorship to discuss the roles and responsibilities of the preceptor, faculty advisor, and student. All preceptors receive a faculty introductory letter, the PN Student-Faculty Handbook, the TRU Preceptor Orientation Manual, and the course outline. Faculty and preceptor review the course learning outcomes and student's performance appraisal form (BCCNM Entry-Level Competencies). The preceptor may choose to use the midterm and final performance appraisal form to collect student clinical evaluative data to discuss and share with the student and faculty advisor, but ultimately it is the faculty advisor's responsibility to complete the midterm and final evaluation of the preceptored student.

The Program Assistant utilizes the Health Sciences Placement Network of BC (HSPnet) to coordinate and place PN students (instructor led) in practice settings throughout the province. Included in the placement request is the type of program, course number, placement type (instructor led or preceptorship), placement site requested, clinical start and end date, and hours of practice. Prior to the HSPnet clinical placement request being entered, the Practice Lead meets with the manger from each site to ensure suitability of the placement and to discuss and review course learning outcomes. Faculty members, if not familiar with the agency/unit, often choose to go to the clinical site for an orientation prior to the start of clinical and introduce themselves to the manager/director and agency staff. While at the agency/unit the faculty member will discuss with agency staff the course learning expectations/outcomes and share the schedule of skill theory and practice so that agency staff are aware on the students' skill performance abilities.

Not all agencies use HSPnet for assigning preceptors, therefore the Program Assistant will send an email directly to the agency that the student has selected for the preceptorship. Once the agency has confirmed that the student can complete the preceptorship at their site, the Program Assistant informs the faculty member. The faculty member will then contact the preceptor through an introductory letter. Along with the letter the faculty member includes the Preceptor/Student Guide (course outline), Mid-term and Final Practice Appraisal forms, and the Preceptor/Student Guide which includes a section that discusses the responsibilities of the learner, preceptor, and faculty advisor. If the site is in Williams Lake or 100-Mile House, the faculty member will deliver the orientation package.

Submit the following as an appendix:

- Appendix KK: One document for (a) group clinical placements, and one document for (b) preceptorship experiences, that demonstrates the communication process described above.

2.3 Processes in place to communicate program expectations for student practice learning to staff/preceptors employed at the practice learning setting (5%)

Describe the processes for ongoing communication between the practice learning setting and the student/program regarding the experience with students and identifying/discussing any issues that affect student's ability to provide safe, competent, and ethical care with clients.

Regular ongoing stakeholder and community meetings occur with TRU School of Nursing leaders (Dean, Associate Dean, and PN Chair), Practice Lead, faculty, and community representatives. Oftentimes general information about changes at the practice site(s) that potentially can impact students and faculty are communicated at these meetings (e.g., renovations, nursing unit decisions to limit students, outbreaks, and restrictions to student access). In addition, the Practice Lead maintains relationships with the practice agencies so that if a practice issue/concern surfaces, the issue can be addressed and resolved quickly. Other times, agency staff may contact the PN Chair or the Associate Dean. As well, the practice sites/Health Authority will contact the Associate Dean and/or the PN Chair when there are changes to the practice learning setting (new policies, iLearns, etc.).

Submit the following as an appendix:

- *Appendix LL: One example of documentation that demonstrates the process for communication between the program and practice learning setting.*

2.4 Regular processes to assess, evaluate and support course design and delivery in theory, lab, simulation, and practice learning courses (5%)

Description: There are regular processes to assess, evaluate and support course design and delivery to ensure an effective and safe learning environment.

Describe methods and strategies used to assess course design and delivery from multiple sources (including, but not limited to: self-assessment, students, peers, preceptors, agency staff, coordinators, service providers, administration). Include accountabilities and timelines for conducting course evaluation.

Faculty and students are given the opportunity to provide both formal and informal evaluations of course design, theory, lab practice, and practice learning. Faculty will collect ongoing informal feedback throughout the semester from the students, and formal feedback is collected by the Practice Lead at the end of the semester. Students' formal feedback is obtained at the end of a theory or practice course through a course evaluation form. The feedback is anonymous and provides the student with the opportunity to provide an assessment from their perspective on the course design (theory, lab, and practice). Although course evaluations are confidential, and intended for faculty development, the PN Chair reviews and compiles data specific to the course(s). Course evaluative data is used to inform course and curriculum changes.

In addition to the Certificate of Appreciation and thank-you letter that preceptors receive at the end of the clinical preceptorship, preceptors are invited to complete a Preceptor Feedback survey. Data from the survey is collected and collated by the Program Evaluation Committee and used to inform preceptorship course design. Other methods used to collect evaluative course design data include focus groups with students, faculty, and stakeholders.

Submit the following as appendices:

- *Appendix MM: Policies or procedures for course evaluations.*
- *Appendix NN: Two examples of evaluation tools used to evaluate course design and delivery.*

Describe the processes for analyzing and utilizing feedback from course evaluation to implement changes in course design or delivery.

Analysis of data collected by the various evaluation methods occurs in a number of ways. Quantitative data from on-line questionnaires are analyzed with descriptive statistical analysis (e.g., number of respondents answering any particular item, frequencies, and means). Qualitative data (e.g., qualitative comments included in questionnaires, focus group data) are analyzed using the methods of content analysis in which themes and categories of data are identified with illustrative quotes. Oversight of the analysis procedures is provided by the School of Nursing Program Evaluation Committee. The analysis occurs within a sub-group of faculty assigned to collecting and analyzing particular data from specific stakeholders (e.g., the graduate group). The analysis of the data is then shared with the Curriculum committee and PN faculty.

One example of a course design change that occurred as a result of feedback was the inclusion of more mental health into the curriculum.

Submit the following as an appendix:

2.4 Regular processes to assess, evaluate and support course design and delivery in theory, lab, simulation, and practice learning courses (5%)

- *Appendix OO: A summary of course evaluation feedback, including a change to the course delivery or design made as a result of the analysis of the feedback for each of the following:*
 - *theory course;*
 - *lab/simulation course;*
 - *practice learning experience course.*

Appendix OO presents the course/program design/delivery changes that were implemented due to student focus group feedback.

Describe how program processes for assessment, evaluation, and revision of courses are aligned with current and best practices in education pedagogy.

Individual faculty members have built relationships with practice through mutually developed initiatives, including practice education research with residential care, acute care, public health, and Indigenous health. These initiatives are providing opportunities for a continuous and meaningful exchange between educators and practitioners. Most faculty members are connected to practice committees and other initiatives that facilitate their currency in relating pedagogy to emerging client needs and practice trends. With professional development funds, faculty have attended and participated in conferences where they have showcased their scholarship locally, provincially, nationally, and internationally. Faculty bring back knowledge and best practices in education that they share with faculty and students.

At the end of the academic year, faculty meet to review course evaluation feedback from students, preceptors, and stakeholders. Examples where best practice was used was to incorporate changes to lab practice courses was the use of more complex simulations. Other changes to lab practice included the inclusion of Indigenous competencies into each lab skill (Appendix PP, p. 1015, highlighted in yellow). Students had the opportunity to evaluate these changes on the faculty course evaluations where they provided very positive feedback on the simulation case studies.

Submit the following as an appendix:

- *Appendix PP: One example of a revision to a course related to current and best practices in education pedagogy.*

Standard 3: Outcome

Graduates of the program attain and demonstrate the Entry-Level Competencies (ELCs) and BCCNM Standards of Practice for the professional designation.

3.1 Registration exam scores - First-time pass rates (8%)

Description: Where registration exam scores are available, first-time pass rates for program graduates will be compared to provincial average (or national, if relevant).

Describe how the program first-time registration pass rates compare with provincial and/or national average (if available).

For the last three graduate PN classes (2019, 2020, and 2022) who have written the registration exam, the pass rates have been lower than the provincial and national average. A high number, approximately 60% of PN admissions, are International. This has created some challenges in exam writing.

Describe the process for reviewing the first-time registration exam pass rates (if available). Include who is responsible for this activity (e.g., committee or role).

Registration exam rates are sent to the Dean who then forwards the results to the Associate Dean and PN Chair. The results are presented and discussed with faculty at a following faculty meeting. As a small group, all ongoing faculty participate in the PN Curriculum Committee. This committee determines next steps for addressing PN registration exam scores.

Provide a summary of any reports obtained about the performance of graduates on the registration exam (if available).

2019 – 14 writers – 57% success rate (94% Provincial Success Rate)

2020 – 13 writers – 77% success rate (94% Provincial Success Rate)

2021 – no writers, no graduates (program intake every 2nd year)

2022 – 14 writers – 79% success rate (82% Provincial Success Rate)

As a result of low pass rates for the registration exam, a couple initiatives were implemented. First, one PN faculty participated in the BCCNM RExPN Working Group so that she could familiarize herself with, and gain knowledge of exam question construction, so that she could mentor faculty in developing appropriate exam questions for student exam preparation. Second, TRU PN students field tested the new entry-to-practice exam for practical nurses. Finally, faculty created a RExPN bootcamp series for students to practice adaptive quizzing materials in preparation of writing the registration exam.

Describe how the program is using registration exam pass rates to make changes in the program that support graduates to meet the ELCs and BCCNM Standards of Practice.

Submit the following as an appendix:

3.1 Registration exam scores - First-time pass rates (8%)

- *Appendix QQ: One example of how registration exam results have been used to inform program changes to support student attainment of the ELCs and BCCNM Standards of Practice. Provide details including the analysis that informed the specific change, clear rationale for the change that was made including relevance to student attainment of the ELCs and/or BCCNM Standards of Practice (e.g., specify the ELCs and/or BCCNM Standards of Practice) and how this change was evaluated/will be evaluated.*

3.2 *Recent graduates' ratings of their perceived preparation to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice (6%)*

Description: *Use of a self-rated new graduate survey to provide an aggregate score of graduates' self-assessment of their self-perceived attainment and demonstration of the Entry-Level Competencies and BCCNM Standards of Practice.*

Describe how the program collects and utilizes graduate feedback/data about graduates' ratings of their perceived preparation to attain and demonstrate the ELCs and BCCNM Standards of Practice. This description must include, but is not limited to:

- *the role or committee responsible for obtaining, reviewing, and utilizing the graduate feedback/data to inform changes to the program;*
- *the type of data collection method(s) and/or tool(s) used;*
- *the number of participants contacted and response rate;*
- *data analysis methods;*
- *summary of feedback obtained from graduates.*

The Program Evaluation Committee's (PEC) role in the School of Nursing is to evaluate the ongoing implementation of, and outcomes, for the various program curricula to ensure that the programs (HCA, PN, and BScN) prepare students for nursing practice. The PEC collects graduate survey feedback through Survey Monkey. The data is collated by the PEC and provided to the PN Curriculum group for analysis.

TRU solicits feedback from graduates of the PN program through the Diploma, Associate Degree, and Certificate Student Outcomes Survey (DASCO) each year (Appendix R). Those that responded, (2018-2022) survey, 91% (N=33) reported that they were satisfied with the skills they developed in the program. Where 100% reported gaining the skills and knowledge in the program to perform their job. Also, 91% were satisfied with their education, and 88% felt that the quality of education was adequate, good, or very good. Recently for the PN program, in comparison to the PEC Graduate Survey, the DASCO survey has been a successful tool to get an adequate sample of responses over the years (See Appendix RR, p. 1044-1049).

Submit the following as an appendix:

- *Appendix RR: A sample of data collection method(s) and/or tool(s) used to obtain graduate feedback/data.*

Describe how the program is using graduate feedback/data to make changes in the program that support students to meet the ELCs and BCCNM Standards of Practice. In the description, include who is responsible for determining the changes.

Graduate feedback revealed that while graduates were satisfied with the curriculum, they felt unprepared as a PN student. For instance, 54% (N=14) of graduates felt that the admission requirements did not prepare them for the PN program. Qualitative statements included university preparation courses "would be helpful for international students". As a result of PN graduate feedback, TRU Williams Lake will be offering a funded PN Pathways program where students will take a variety of courses over the academic year, such as biology, English, and medical terminology. The learning from these courses will give the PN students the skill and the confidence to be successfully in the PN program, hopefully contributing to higher registration exam scores. As well, students will be introduced earlier to the various student supports available at the Williams Lake campus. It is

3.2 Recent graduates' ratings of their perceived preparation to attain and demonstrate the Entry-Level Competencies and BCCNM Standards of Practice (6%)

anticipated, as one example, that this program will contribute to the student's understanding and meeting of the Entry-Level Competencies through better communication (written and verbal). Sometimes, due to cultural differences, the international student is challenged in speaking to members of the healthcare team, such as physicians.

Any change to the curriculum is made through the PN Curriculum Committee, which is comprised of all faculty (sessional and ongoing) who teach in the PN program.

Submit the following as an appendix:

- *Appendix SS: One example of a change made to the program from graduate feedback/data to support students to meet the ELCs and BCCNM Standards of Practice.*

3.3 *Feedback from program educators and practice learning agency staff/preceptors on student attainment and demonstration of the Entry-Level Competencies and BCCNM Standards of Practice in the final practice learning experience (6%)*

Description: Use of program educators and practice learning agency staff/preceptor feedback on end of program student attainment and demonstration of the Entry-Level Competencies and BCCNM Standards of Practice in the final practice learning experience.

Describe how the program collects program educator feedback/data about student attainment and demonstration of the ELCs and BCCNM Standards of Practice in the final practice learning experience. This description must include, but is not limited to:

- the role or committee responsible for obtaining, reviewing, and utilizing the program educator feedback/data to inform changes to the program;
- the type of data collection method(s) and/or tool(s) used;
- the number of participants contacted and response rate;
- data analysis methods;
- summary of feedback obtained from program educators.

At the completion of the semester, faculty and PN Chair meet to discuss student demonstration of the Entry-Level Competencies, BCCNM Standards of Practice, site suitability, and agency/staff feedback. Data is collected informally through a focus group methodology. Since faculty meet regularly throughout the semester to discuss student practice concerns/issues, agency policies, and other practice related information, faculty are already aware of any concern/issues. Many of which would have been addressed when they were reported.

Seven faculty members typically participate in the focus group sessions. The Chair collects the responses to the questions and shares the data with the faculty. The last PN Faculty Survey was collected by the Program Evaluation Committee, pre COVID (Appendix T). Six faculty completed the survey using Survey Monkey. Since the number of participants was small, the entire survey was distributed to faculty as is.

Submit the following as an appendix:

- Appendix TT: A sample of the data collection method(s) and/or tool(s) used to obtain program educator feedback/data, in the final practice learning experience.

Describe how the program collects agency staff/preceptor feedback/data about student attainment and demonstration of the ELCs and BCCNM Standards of Practice in the final practice learning experience. This description must include, but is not limited to:

- the role or committee responsible for obtaining, reviewing, and utilizing the practice learning agency staff/preceptor feedback/data to inform changes to the program;
- the type of data collection method(s) and/or tool(s) used;
- the number of participants contacted and response rate;
- data analysis methods;
- summary of feedback obtained from agency staff/preceptors.

In addition to the Certificate of Appreciation and thank-you letter that preceptors receive at the end of the clinical preceptorship, preceptors are invited to complete a qualitative Preceptor Feedback survey (Appendix UU). The PN Chair collects the scanned emailed copies of the Preceptor Feedback

3.3 *Feedback from program educators and practice learning agency staff/preceptors on student attainment and demonstration of the Entry-Level Competencies and BCCNM Standards of Practice in the final practice learning experience (6%)*

surveys and sends the completed forms to the Program Evaluation Committee (which she is a member of). However, due to previous low response rates, this method of collection is going to be reviewed by faculty prior to the next preceptorship in 2024. Typically, when the faculty advisor meets with the preceptor for the final evaluation of the preceptored student they ask the preceptor for feedback on their preceptorship experience, if the program is meeting the objectives and desired outcomes for student success, and whether the student has achieved the level of competency required of a PN.

The maximum PN enrollment is 18, every second year, with 95% of students completing their preceptorship in Williams Lake or 100-Mile House agencies (45 minutes away from the Williams Lake campus). This allows the PN Lead to routinely visit agencies where she will speak to the manager about any questions/concerns regarding students in practice. So far, this seems to be the best method for collecting preceptor feedback.

Submit the following as an appendix:

- *Appendix UU: A sample of the data collection method(s) and/or tool(s) used to obtain agency staff/preceptor feedback/data, in the final practice learning experience.*

Describe how the program is using program educator feedback to make changes in the program that support students to meet the ELCs and BCCNM Standards of Practice, including who is responsible for determining the changes.

Program educator feedback is used frequently to address curriculum gaps and issues. The faculty meet regularly throughout the academic year and will discuss and respond to curriculum issues/concerns as they arise. Williams Lake faculty (ongoing) who teach in the PN program are members of the PN Curriculum committee and the PN Lead is a member of the Program Evaluation Committee. While surveys are distributed by the Program Evaluation Committee through Survey Monkey, the data is provided to the PN Curriculum Committee. It is the PN Curriculum Committee (ongoing faculty) that uses the information to make any curriculum changes.

Submit the following as an appendix:

- *Appendix VV: One example of a change made to the program from program educator feedback/data to support students to meet the ELCs and BCCNM Standards of Practice.*

Describe how the program is using agency staff/preceptor feedback to make changes in the program that support students to meet the ELCs and BCCNM Standards of Practice, including who is responsible for determining the changes.

Agency staff feedback is collected at the biannual stakeholder meetings, PN Lead site visits, from faculty who are supervising students at agency sites, and from faculty who meet with preceptors to discuss student practice. All data/information that is collected is shared at faculty meetings with the PN Curriculum Committee determining the changes.

Submit the following as an appendix:

3.3 Feedback from program educators and practice learning agency staff/preceptors on student attainment and demonstration of the Entry-Level Competencies and BCCNM Standards of Practice in the final practice learning experience (6%)

- *Appendix WW: One example of a change made to the program from agency staff/preceptor feedback/data to support students to meet the ELCs and BCCNM Standards of Practice.*

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

The following approvals from the September 4, 2024 meeting of the Educational Programs Committee (EPC) are reported to Senate for information purposes:

Election of Chair for 2024-25

Robert Chambers, Faculty of Law, is the new chair of EPC for the upcoming year.

Program Modifications

- i. Bachelor of Arts, Major in English
[Comparison](#) [All Fields](#)
- ii. Bachelor of Arts, Minor in Creative Writing
[Comparison](#) [All Fields](#)
- iii. Bachelor of Arts, Minor in English
[Comparison](#) [All Fields](#)
- iv. Bachelor of Engineering in Software Engineering
[Comparison](#) [All Fields](#)
- v. Bachelor of Science, Minor in Math
[All Fields](#)

New Courses

- i. BIOL 3060 Medical Microbiology
[All Fields](#)
- ii. PSYC 2041 Introduction to Brain and Behaviour
[All Fields](#)
- iii. PSYC 3590 Neuropsychopharmacology of Mental Health Medications
[All Fields](#)

Course Modifications

- i. COMP 3261 Computer Network Security
[Comparison](#) [All Fields](#)
- ii. HIST 2271 Introduction to American History II
[Comparison](#) [All Fields](#)
- iii. MUSI 1150 Music Appreciation 1
[Comparison](#) [All Fields](#)
- iv. SOCI 4221 The Social Construction of Crime and Deviance

[Comparison](#)

[All Fields](#)

Respectfully submitted on September 13, 2024 by

A handwritten signature in blue ink, appearing to read 'R. Chambers', written in a cursive style.

Robert Chambers, Chair, Educational Programs Committee



BUDGET COMMITTEE OF SENATE (BCOS) REPORT TO SENATE JUNE and SEPTEMBER 2024

The June 11 and September 10, 2024 meetings of BCOS were chaired by Dr. Gillian Balfour, Provost and Vice-President Academic.

The following items have come forward from BCOS for Senate's information:

June 11, 2024

1. M. Milovick, VP Administration and Finance, and Y. Laflamme, AVP Finance, presented on the Q1 Financial Forecast and budget update, for information.

September 10, 2024

1. Y. Laflamme, AVP Finance, provided a "BCOS 101" presentation to the Committee for information.
2. M. Milovick, VP Administration and Finance, and Y. Laflamme, AVP Finance, provided a Q1 Financial Forecast and the 2023/24 Financial Results to the Committee, for information.
3. Baihua Chadwick, VP International, and Adrian Conradi, Special Advisor to the VP International, presented a Guaranteed Tuition Model for International Students, for information.
4. BCOS reviewed and consulted on a budget submission for a proposal on behalf of the Faculty of Science to deliver a diploma in Computer Network and Cybersecurity. The proposal was put forward by Dr. Greg Anderson, Dean of Science and Dr. Musfiq Rahman, Computing Science Faculty Chair and Associate Professor.

Motion passed at BCOS:

On motion duly made and adopted It was RESOLVED THAT BCOS will recommend the President recommend to the Board of Governors the approval of the Diploma in Computer Network and Cybersecurity.

Budget Committee of Senate
June & September 2024 Report to Senate

5. BCOS reviewed and consulted on a tuition correction on behalf of the Faculty of Science, Bachelor of Engineering in Computer Engineering. The proposal was put forward by Dr. Greg Anderson, Dean of Science, Dr. Yasin Mamatjan, Assistant Professor and Varda Khurshid, 1st and 2nd Year Engineering Advisor.

Motion passed at BCOS:

On motion duly made and adopted It was RESOLVED THAT BCOS will recommend the President recommend to the Board of Governors the approval of the corrected domestic tuition for the Bachelor of Engineering in Computer Engineering to \$195.23 for the 2024/25 academic year.

The next BCOS meeting is scheduled on October 8, 2024.

Respectfully submitted on September 16, 2024 by:



Dr. Gillian Balfour, Chair, Budget Committee of Senate
Provost and Vice-President Academic

**Steering Committee
Report to Senate**

June 12th, 2024

1. **APPOINTMENTS TO COMMITTEES**

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

a. **Budget Committee**

Faculty:

- **Lisa Dyck**, Nursing

b. **Academic Planning and Priorities Committee (APPC)**

Staff:

- **Licheng Li**,

c. **Steering Committee**

Faculty:

- **Rhonda McCreight**, CELT, Nursing
- **Mohamed Tawhid**, Science

d. **Academic Integrity Committee (AIC)**

Faculty:

- **Bridget Orsetti**, Adventure, Culinary Arts and Tourism (FACT)

e. **Research Committee**

Faculty Senator:

- **Melba D'Souza**, Nursing (2nd term)

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

f. **Academic Integrity Committee (AIC)**

Faculty

- **Jenna Goddard**, Faculty of Student Development (FSD)

Jenna Goddard was elected at the FSD Faculty Council (FC) meeting in November 2022, to represent the FSD for a 2nd term on the Academic Integrity Committee (AIC). Through an administrative error, e-mail correspondence from the FSD FC did not reach the Steering Committee, resulting in Jenna's name not being moved forward for recommendation through the steering committee's report, to be appointed to the AIC by Senate. As elected, Jenna has been diligently serving on the committee since November 2019 and is a very active, contributing member who wishes to continue.

- *Motion: That Senate appoint Jenna Goddard for a second term on the AIC, retroactive from November 2022 through November 2025, as recommended by the FSD FC.*

2. **BUSINESS**

a. **Qelmúcw Affairs Committee (QAC) - Revisions to Terms of Reference**

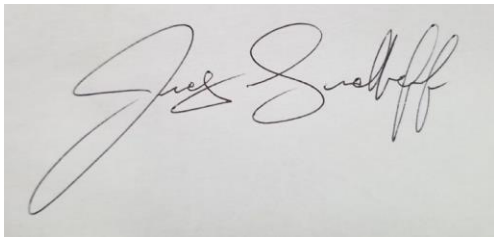
The QAC wishes to update their Terms of Reference (ToR) to reflect the following: changes to the chair model, aspects of their membership, and revised responsibilities. Please review the attached memorandum and supporting document which outline the proposed changes.

Please note: The layout of the “original, redline, and clean” versions for the ToR have been clearly presented in a comparison chart format for easy reference.

- *Motion: That Senate approves the recommended changes to the QAC ToR.*

Respectfully submitted,

Kukwstsétsemc (Thank you)



James Sudhoff, DVM
Chair, Steering Committee of Senate



Date: May 17, 2024

To: TRU Senate Committee

From: Qelmucw Affairs Committee (QAC)

RE: Proposed changes to chair model, Indigenous faculty membership and general membership

Executive Summary: These motions are being presented to TRU Senate as a *NOTICE OF MOTION* discussed, voted on, and passed by consensus at a regular Qelmucw Affairs Committee meeting, with quorum on April 16, 2024.

The details of the report are as follows:

1. QAC moves to change the chair model from TRU Office of Indigenous Education Executive Director to a co-chair model consisting of an Indigenous faculty member and student appointed by VP Academic.
2. QAC Faculty Membership: Five faculty members of Indigenous (First Nations, Métis, Inuit) citizenship nominated by QAC and appointed by Senate.
3. Indigenous Student Development QAC committee members appointed by ISD Manager.
4. Secwepemc Cultural Education Society removed and replaced by SD73 and appointed by SD73 Indigenous administration.
5. Office of Indigenous Education representative appointed by VP Academic.
6. One Metis representative appointed by MNBC or local chartered community.
7. New voting position: QAC moves to approve representation from TRU Williams Lake Campus appointed by Williams Lake administration.

Attachments: Qelmucw Affairs Committee Terms of Reference and Membership (red-lined)

Purpose: The purpose of this memo is to provide TRU Senate with information regarding updating the QAC Terms of Reference (ToR) and membership. The last approval of the QAC ToR took place November 25, 2019.

MOTIONS:

1. QAC moves to change the chair model from the VP Academic (or designate) chairing to two co-chairs: a TRU Indigenous faculty member and an Indigenous student representative, both derived from QAC membership in good standing.

Background: Historically the QAC has been chaired by the VP Academic or designate (ex-officio, voting) and the designate for the past five years has been the Executive Director of TRU Office of Indigenous Education. Tina Matthew held the QAC chair position since 2019 and resigned as chair on December 19, 2023. Ms. Matthew recommended the QAC is Co-chaired by an Indigenous faculty and student, similar to the Student Success Committee Co-chair model. Voting took place December 19, 2023, for Rod McCormick, EDSW; and Cicyetkwu Bennett Dunstan, TRUSU student representative. Both candidates accepted and were voted in as co-chairs and supported and recommended by the VP Academic.

Rationale: The QAC co-chair model consisting of an Indigenous faculty member focuses the work of this committee on TRU academic content and the Indigenous student representative speaks to many challenges faced by students at TRU.

2. QAC moves to amend the approval process for TRU Indigenous faculty membership to five faculty members of Indigenous (First Nations, Métis, Inuit) citizenship nominated by QAC and appointed by Senate.

Background: QAC wishes to submit recommendations of Indigenous faculty names to TRU Senate for approval.

Rationale: QAC will confirm and verify Indigenous (First Nations, Metis, Inuit) citizenship of TRU Indigenous faculty QAC applicants before names are put forward to Senate.

3. Indigenous Student Development QAC committee members appointed by ISD **Manager** (change the word "Supervisor" to "Manager" as this position is now administration)
4. Secwepemc Cultural Education Society removed and replaced by SD73 and appointed by SD73 Indigenous administration.

Background: Secwepemc Cultural Education Society was formed originally

by 17 Secwepemc communities and was an excellent way to get information out to the Secwepemc Nations. This organization has been struggling and does not have the capacity to participate in committees. This organization has not attended the QAC since 2019.

Rationale: SD73 has a very active role in TRU programs and services. Many SD73 students transfer to TRU for their post-secondary education, in particular many Indigenous students.

5. Office of Indigenous Education representative **appointed by VP Academic.**
6. One Metis representative appointed by MNBC **or** local chartered community.
7. QAC moves to approve a new voting position for T'exelc, host of TRU's Williams Lake campus.

Background: A representative from Williams Lake campus, the Indigenous Student Services Coordinator has been attending QAC on a regular basis but has not had a vote. QAC wishes to create a voting position for T'exelc to have an equal voice.

Rationale: With the Williams Lake campus having a high number of Indigenous students (28%) it is important to have representation and a voice from the WL campus that advocates for northern communities and students that TRU serves.

Please invite the Co-Chairs to speak to these items at the next TRU Senate meeting to address any questions that may arise from this briefing

Terms of Reference ~ Qelmúcw Affairs Committee

Responsibilities

- Advise Senate on measures to promote, support and celebrate the success of students of aboriginal ancestry
- Advise Senate on measures to ensure linkage and alignment of academic, budgetary and other priorities of Senate with its efforts in connection with aboriginal affairs at the University
- Advise Senate on measures to assist the University in meeting the goals set out in its Strategic Plan with regard to making TRU the University of Choice for Aboriginal Students and First Nations
- Establish such subcommittees as needed to fulfil the Committee's responsibilities
- In collaboration with the International Affairs Committee of Senate (SIAC), consult with the intercultural Understanding Committee, a sub-committee of both FNAAC and SIAC, and advise the Accreditation Steering Committee and report on mission fulfilment in relation to the core theme intercultural Understanding
- Other duties as assigned by Senate.

Responsibilities

- Ensure TRU honours its first house Tk'emlúps te Secwépemc, and second house T'exelc.
- Ensuring Secwepemc language & culture is embedded at all levels of the university
- Support and promote all Indigenous Nations within TRU service area (Secwepemc, St'át'imc, Nlaka'pamux, Nuxalk, T'silhqot'in, Dakelh, and Syilx)
- Advise Senate on measures to promote, support and celebrate the success of students of Indigenous ancestry
- Advise Senate on measures to ensure linkage and alignment of academic, budgetary and other priorities of Senate in regard to Indigenous Education at the University
- Advise Senate on measures to assist the University in meeting the goals set out in its TRU Vision Statement and Integrated Strategic Plans in regard to making TRU the "University of Choice" for Indigenous Students
- Establish such subcommittees as needed to fulfil the Committee's responsibilities
- Work in collaboration with TRU subcommittees and working groups the International Affairs Committee of Senate (SIAC), consult with the Intercultural Understanding Committee (old wording from the former vision statement), such as a sub-committee of both QAC and Senate Intercultural Understanding Subcommittee (SIAC), and advise the Accreditation Steering Committee and report on mission fulfilment in relation to the core theme Intercultural Understanding
- Advise the accreditation steering committee on decolonization and Indigenization
- Other duties as assigned by Senate.

Committee Composition

Chair

- VP Academic or designate (ex-officio, voting)

Voting Members:

- A minimum of two Senators approved by Senate (one must be a Dean)
- Five faculty members approved by Senate, preferably of aboriginal and/or Métis origin
- Two students nominated by TRUSU and appointed by the Steering Committee, preferably of aboriginal and or Métis origin
- Two representatives from the Cplul'kw'ten (Gathering Place) appointed by the Cplul'kw'ten Supervisor
- One representative of the Secwepemc Cultural Education Society appointed by the SCES
- One representative from the Kamloops Aboriginal Friendship Society appointed by the KAFS
- Executive Director, Aboriginal Education
- One Elder appointed by the Executive Director, Aboriginal Education
- One Métis representative appointed by the Executive Director, Aboriginal Education
- One member from Tk'emlups te Secwepemc as appointed by Tk'emlups Chief and Council

Secretarial Support

- Divisional Secretary, Aboriginal Education Centre

Approved by Senate November 25, 2019;

Committee Composition Chair

- QAC is comprised of two co-chairs; a TRU Indigenous faculty member and an Indigenous student representative derived from QAC members in good standing; appointed by VP Academic

Voting Members:

- A minimum of two Senators approved by Senate (one must be a Dean)
 - (NEW 17-May-2024) Five faculty members of Indigenous (First Nations, Métis, Inuit) citizenship nominated by QAC and appointed by Senate Senate, preferably and/or Métis origin
 - Two students of Indigenous citizenship nominated by TRUSU and appointed by the Senate Steering Committee, preferably of and or Métis origin
 - Two representatives from Indigenous Student Development (ISD) (Cplul'kw'ten House 5) appointed by the ISD Manager
 - ~~One representative of the Secwepemc Cultural Education Society (SCES) appointed by SCES Executive Director~~
 - One representative from SD73 appointed by SD73 Indigenous Administration
 - One representative from the Kamloops Aboriginal Friendship Society appointed by the KAFS
 - One representative from the Office of Indigenous Education appointed by VP Academic
 - One Elder appointed by TRU Office of Indigenous Education
 - One Métis representative appointed by MNBC or local chartered community
 - One member from Tk'emlups te Secwepemc, or designate as appointed by Tk'emlups Chief and Council
 - One member from Williams Lake campus T'exelc or designate appointed by Williams Lake Administration.
- ### Administrative Support
- Administrative Assistant, Office of Indigenous Education

Terms of Reference ~ Qelmúcw Affairs Committee

Responsibilities

- Advise Senate on measures to promote, support and celebrate the success of students of aboriginal ancestry
- Advise Senate on measures to ensure linkage and alignment of academic, budgetary and other priorities of Senate with its efforts in connection with aboriginal affairs at the University
- Advise Senate on measures to assist the University in meeting the goals set out in its Strategic Plan with regard to making TRU the University of Choice for Aboriginal Students and First Nations
- Establish such subcommittees as needed to fulfil the Committee's responsibilities
- In collaboration with the International Affairs Committee of Senate (SIAC), consult with the intercultural Understanding Committee, a sub-committee of both FNAAC and SIAC, and advise the Accreditation Steering Committee and report on mission fulfilment in relation to the core theme intercultural Understanding
- Other duties as assigned by Senate.

Responsibilities

- Ensure TRU honours its first house Tk'emlúps te Secwépemc, and second house T'exelc.
- Ensuring Secwepemc language & culture is embedded at all levels of the university
- Support and promote all Indigenous Nations within TRU service area (Secwepemc, St'át'imc, Nlaka'pamux, Nuxalk, T'silhqot'in, Dakelh, and Syilx)
- Advise Senate on measures to promote, support and celebrate the success of students of Indigenous ancestry
- Advise Senate on measures to ensure linkage and alignment of academic, budgetary and other priorities of Senate in regard to Indigenous Education at the University
- Advise Senate on measures to assist the University in meeting the goals set out in its TRU Vision Statement and Integrated Strategic Plans in regard to making TRU the "*University of Choice*" for Indigenous Students
- Establish such subcommittees as needed to fulfil the Committee's responsibilities
- Work in collaboration with TRU subcommittees and working groups the International Affairs Committee of Senate (SIAC), consult with the Intercultural Understanding Committee (old wording from the former vision statement), such as a sub-committee of both QAC and Senate Intercultural Understanding Subcommittee (SIAC), and advise the Accreditation Steering Committee and report on mission fulfilment in relation to the core theme Intercultural Understanding
- Advise the accreditation steering committee on decolonization and Indigenization
- Other duties as assigned by Senate.

Committee Composition

Chair

- VP Academic or designate (ex-officio, voting)

Voting Members:

- A minimum of two Senators approved by Senate (one must be a Dean)
- Five faculty members approved by Senate, preferably of aboriginal and/or Métis origin
- Two students nominated by TRUSU and appointed by the Steering Committee, preferably of aboriginal and or Métis origin
- Two representatives from the Cplul'kw'ten (Gathering Place) appointed by the Cplul'kw'ten Supervisor
- One representative of the Secwepemc Cultural Education Society appointed by the SCES
- One representative from the Kamloops Aboriginal Friendship Society appointed by the KAFS
- Executive Director, Aboriginal Education
- One Elder appointed by the Executive Director, Aboriginal Education
- One Métis representative appointed by the Executive Director, Aboriginal Education
- One member from Tk'emlups te Secwepemc as appointed by Tk'emlups Chief and Council

Secretarial Support

- Divisional Secretary, Aboriginal Education Centre

Approved by Senate November 25, 2019;

Committee Composition Chair

- QAC is comprised of two co-chairs; a TRU Indigenous faculty member and an Indigenous student representative derived from QAC members in good standing; appointed by VP Academic

Voting Members:

- A minimum of two Senators approved by Senate (one must be a Dean)
- Five Faculty members of Indigenous (First Nations, Metis, Inuit) citizenship nominated by QAC and appointed by Senate.
- Two students of Indigenous citizenship nominated by TRUSU and appointed by the Senate Steering Committee.
- Two representatives from Indigenous Student Development (ISD) (Cplul'kw'ten House 5) appointed by the ISD Manager
- One representative from SD73 appointed by SD73 Indigenous Administration
- One representative from the Kamloops Aboriginal Friendship Society appointed by the KAFS
- One representative from the Office of Indigenous Education appointed by VP Academic
- One Elder appointed by TRU Office of Indigenous Education
- One Métis representative appointed by MNBC or local chartered community
- One member from Tk'emlups te Secwepemc, or designate as appointed by Tk'emlups Chief and Council
- One member from Williams Lake campus or designate appointed by Williams Lake Administration.

Administrative Support

- Administrative Assistant, Office of Indigenous Education

**Steering Committee
Report to Senate**

September 11th, 2024

1. APPOINTMENTS TO COMMITTEES

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

a. Educational Programs Committee (EPC)

Faculty:

- **Gul-e-Rana Mufti**, Arts

- *Motion: That Senate approve the volunteer appointment to the Senate Standing Committee as mentioned.*

2. BUSINESS

- For information only:

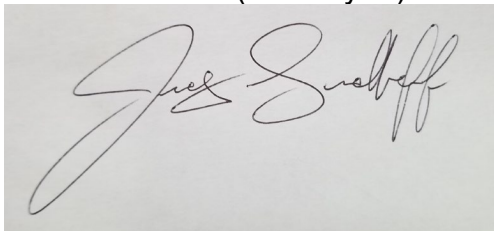
As per our terms of reference, the steering committee will begin the tri-annual cycle of Standing Committee Reviews.

“Review at least once every three years the configuration of standing committees of Senate, their membership, terms of reference, and their consultation and reporting relationships, and propose to Senate any recommendations for change.”

The process of review will begin this fall. The chairs of each standing committee will be contacted in turn and a questionnaire document going over details of the review will be distributed. Please stay tuned.

Respectfully submitted,

Kukwstsétsemc (Thank you)



James Sudhoff, DVM
Chair, Steering Committee of Senate

Teaching and Learning Committee
Annual Report to Senate September 2024

1. Appointments to the Committee

Vikram Rathore (Oct '23) – Student
Simmi Sachdeva (Oct '23) – Student
Brett McCollum – Director, CELT (Jun '23)
Alex Morgun – IT Delegate (Oct '23)
Rani Srivastava – Dean, Nursing (Mar '24)
Jerry Isaak – FACT (Feb '24)

Leaving members:

Daleen Millard (Dean, Senator) - Feb '21 - Jan '24
Aditya Sharma (Open Learning) - Feb '21 - Jan '24
Christina Cederlof (ESTR) - Nov '21 - Oct '24 (Sabbatical July 2024)
Brenna Clarke Gray (Open Learning) - May '22 - Apr '25 (Resigned July 2024)
Jim Hobbs – IT Delegate
Alana Hoare – Office of Quality Assurance (Sept '23)
Vikrant Singh (Sept '23) - Student
Tiana Aguiluz (Sept '23) - Student

2. Meetings

The Teaching and Learning Committee met nine times between August 2023 and July 2024. Meetings were structured to receive reports from the committee's working groups and updates from five areas of the university: the Library, Information Technology Services, Learning Technology and Innovation, Open Learning, and the Centre for Excellence in Learning and Teaching.

3. Responsibilities

a) Advise Senate on policies, programs and practices to promote, support and celebrate high quality and innovative teaching and learning environments.

The committee has primarily actioned this responsibility through two Working Groups focused on *Merit Award Criteria Review* and *Merit Award Adjudication*.

During this academic year, the committee has continued to apply the recommended approach of its Working Group on *Merit Award Criteria Review*. This Working Group had proposed a two-stage approach (1-nominations; 2-applications) for the three university teaching awards: the President's Distinguished Teacher Award, the Faculty Excellence Award, and the Award for Excellence in Interculturalization. The intention of this change was to improve equity in nominations, forms, and criteria, make the process more open and transparent, and take pressure off of faculty to self-nominate. This is the second year of using the two-stage approach.

This academic year, new procedures were developed to support the internal processes for institutional nominations of two prestigious external awards: (1) the West Coast Teaching Excellence Award, conferred by the British Columbia Teaching and Learning Council; (2) the 3M National Teaching Fellowship, conferred by the Society for Teaching and Learning in Higher Education. These processes were used by the *Merit Award Adjudication Working Group* and updated to the processes were completed. Documents outlining the procedures and timelines for internal evaluation of nominee packages for these external awards are posted on the CELT website.

b) Advise Senate on policies and practices for the systematic measurement of the quality of teaching and learning, and on the promotion of research on teaching and learning.

The committee has primarily actioned this responsibility through the *Assurance of Learning Subcommittee (AoL)* and the *Student Course Evaluations (SCE) Working Group*.

This AoL subcommittee is responsible for overseeing the strategic assessment of institutional learning and has direct reporting to both the Academic Planning and Priorities Committee (APPC) and to the Teaching and Learning Committee (TLC). The subcommittee has drafted a set of recommendations for assessing the alignment of course assessments with ILOs for courses that are ILO designated, which could be implemented through cyclical Program Review process. It is anticipated that AoL will soon submit its recommendations to APPC and TLC.

Cyclical review of the Student Course Evaluation Principles & Procedures is assigned to Senate's Teaching and Learning Committee. The Committee discussed feedback on the existing Principles & Procedures and assigned the work of further review to the SCE Working Group. The SCE Working Group is currently engaging with faculty on this issue. TLC anticipates providing a recommendation to Senate in the 2024-25 academic year.

c) and d) Advise Senate on the coordination of academic policies and regulations involving the Library, Information Technology Services and Media Services; Advise Senate on the further development, service integration and coordination of the Library, Information Technology Services and Media Services.

During 2023-24, members of TLC served on the committee developing TRU's policy on *Responsible Use of Artificial Intelligence*. Efforts to coordinate faculty and student support for use of artificial intelligence in teaching and learning are on-going between the Library, Information Technology Services and Media Services, CELT, and Learning, Design & Innovation.

TLC emphasizes the importance of completing Privacy Impact Assessments (PIAs) for commonly used Generative AI systems. In addition to the potential impacts on personal information, responsible use of GenAI intersects with issues of scholarship, academic integrity, the BC Digital Learning Strategy, and emerging digital literacy skills for post-

secondary learners. GenAI use by the TRU community for teaching and learning will continue to be an important conversation at TLC in the new academic year.

e) Address matters brought forward by faculty, students, Senate, the Vice-President Academic, the Associate Vice-President of Information Services, and the University Librarian.

At the request of Information Technology Services, the Academic Technology Advisory Committee was reconstituted. While independent from TLC, there is overlap in membership, providing opportunities for cross-dialogue between the committees on issues related to technology for teaching and learning.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Brett McCollum', with a long horizontal flourish extending to the right.

Brett McCollum, PhD

Chair, Senate Teaching and Learning Committee

Director, Centre for Excellence in Learning and Teaching

Senate International Affairs Committee (SIAC) September 2024 Report to Senate

The Senate International Affairs Committee generally meets every other month from September to May. Since the last report in November 2023, SIAC has convened on the following dates:

- January 25, 2024
- April 4, 2024

Strategic Internationalization Plan (SIP): Shaping TRU's Global Future

Thompson Rivers University (TRU) has long been recognized as a leader in internationalization, fostering a global perspective through diverse cultural expressions, international collaborations, and a commitment to inclusion. As TRU drafts its Strategic Internationalization Plan (SIP), we stand at a pivotal moment in shaping our global strategy for the next decade.

The Strategic Internationalization Plan Advisory Committee (SIPAC) was established in November 2023, following the approval of a formal process by SIAC in August 2023. The SIPAC, alongside the SIP Working Group, has conducted extensive consultations with the TRU community, receiving over 1,500 contributions through focus groups and surveys with students, staff, faculty, and Indigenous partners. These consultations are ongoing and will provide valuable insights and will shape the SIP.

Key Emerging Themes:

The consultations have revealed five key themes that will guide the final SIP:

1. Empowering Learners through Curricula and Support
2. Diversifying the International Student Body and Enhancing Support
3. Expanding Indigenous Partnerships and Addressing Systemic Inequities
4. Fostering Cultural Expression and Community Engagement
5. Leading in Global Engagement and Addressing Global Challenges

These themes reflect TRU's dedication to cultivating a globally connected, culturally rich environment while addressing contemporary challenges.

Looking Ahead: The Roadmap:

In the coming months, TRU will refine these themes into concrete goals and objectives. The next phase includes aligning the SIP with other strategic initiatives, including the Strategic Enrolment, Academic, and Research Plans. The intention is to present the final SIP to Senate and then the Board of Governors by December 2024. This plan will position TRU as a leader in internationalization, grounded in reconciliation, inclusivity, and sustainability, while empowering learners to thrive in a globally interconnected world.

SIAC Subcommittee Updates – last 6 months of activity

Student Mobility Subcommittee:

The committee has contributed to the development of a skills-development and information-sharing training day scheduled for November 2024. This training is designed for faculty and staff involved in leading outbound student mobility experiences and will cover key topics such as:

- Risk assessment
- Budget planning
- Travel advisories from Global Affairs Canada
- Group trip planning essentials

The proposed agenda for the training day will be presented to SIAC for endorsement at the September 2024 meeting.

Additionally, the Global Skills Opportunity (GSO) initiative has enabled over 150 TRU domestic students to participate in field schools, study abroad semesters, and international co-op placements.

Faculty Fellowship Subcommittee:

The subcommittee has conducted a comprehensive review of faculty fellowship opportunities at other Canadian post-secondary institutions. Faculty members on the committee provided feedback on key elements of the proposed TRU fellowship program, including:

- Award amounts
- Timing of adjudication
- Eligibility criteria

A draft fellowship proposal will be submitted to SIAC for review and feedback at the September 2024 meeting.

Respectfully submitted
Baihua Chadwick
Chair, Senate International Affairs Committee