

# Memorandum

To: Gordon Binsted, Provost, Chair of APPC

From: Liesel Knaack, Vice Provost OLT

Date: July 13, 2026

RE: **Policy Revision Package #3 – Governance and educational standards**

## Purpose

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

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

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

## Package 3: Governance and educational standards

### Purpose:

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

### Policies included in this revision package:

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

### Associated deletion:

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

### Main amendments:

*Realignment and Compliance*

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

### *Major changes*

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

### *Minor changes*

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

### **Included in package:**

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

**Rationale for this to be a package:**

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

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

# EDUCATIONAL STANDARDS IN CREDIT COURSES AND PROGRAMS



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|                        |                                     |
|------------------------|-------------------------------------|
| POLICY NUMBER          | ED 08-0                             |
| APPROVAL DATE          | September 23, 2024                  |
| AUTHORITY              | Senate                              |
| CATEGORY               | Educational                         |
| PRIMARY CONTACT        | Provost and Vice President Academic |
| ADMINISTRATIVE CONTACT | <a href="#">Deans and Registrar</a> |

## POLICY

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

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

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

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

## REGULATIONS

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

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

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

## 1 DEFINITIONS

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

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

**13. Prerequisite:** A course or other requirement that must be satisfactorily completed before enrolment will be permitted into an advanced or succeeding course.

**14. Program:** A course of study in any program level, approved by Senate, that consists of a defined group of related courses of instruction and other learning opportunities.

**15. Program Laddering:** Curricular design that intentionally builds on previously earned credits or credentials within the same Program Level.

**16. Program Levels:** The categories of courses and programs offered by TRU, including Non-Credit, Access, Undergraduate, and Graduate.

a. **Non-Credit:** Courses and programs offered by TRU that are not approved by Senate; this includes continuing education.

b. **Access:** Courses and programs approved by Senate that prepare students for further studies or access to the workforce but do not grant credit towards undergraduate or graduate programs.

c. **Undergraduate:** Courses and programs approved by Senate that require completion of secondary education or equivalent and are the first level of post-secondary studies.

i. **Trades:** Undergraduate courses and programs approved by Senate that are accredited by Skilled Trades BC.

ii. **Vocational:** Undergraduate courses and programs approved by Senate that lead directly to professions or employment and are not designed to apply towards a bachelor's degree.

iii. **Academic:** Undergraduate courses and programs approved by Senate designed to apply towards a bachelor's degree.

d. **Graduate:** Courses and programs approved by Senate at the master's or doctoral level that require completion of a bachelor's degree or equivalent degree.

**17. Provost:** The Provost and Vice-President Academic is the senior academic administrator, reporting to the President.

**18. Specialization:** A field of study or distinct grouping of courses within a program, such as a Major, Minor, or Concentration. Some programs with largely prescribed curriculum are themselves specializations.

**19. Student:** A person who is registered or enrolled at TRU in credit courses or programs.

**20. Residency:** A specific number of credits, or equivalent, that must be completed through TRU courses to qualify for being awarded a credential by TRU.

**21. Upper-Level Course:** Undergraduate courses designed to be taken in the equivalent of the third and fourth years of study, building on the learning from lower-level courses.

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## 2 TYPES OF EDUCATIONAL PROGRAMS

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

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

## 2.1 ACCESS CREDENTIALS

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

## 2.2 UNDERGRADUATE CREDENTIALS

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

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

### 2.2.1 UNDERGRADUATE SPECIALIZATIONS

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

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

### 2.2.2 MULTIPLE OR ADDITIONAL PROGRAMS

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

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

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

**2. Multiple Programs:** Students may undertake more than one of the same type of undergraduate credential (certificate, diploma or degree) with the University.

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

2.2. The total credits required for the programs undertaken will be at least 20% more than the credits required for the longer program (e.g., taking two baccalaureate degrees which each need 120 credits requires the completion of at least 144 credits).

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

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

**3. Additional Programs:** A student wishing to undertake an undergraduate program they have already completed at TRU (e.g., to pursue an additional BA after having already completed a BA) will be permitted to do so, as long as the new area of study is in a different Specialization than completed initially (e.g., History versus English).

3.1. Additional Programs require the satisfactory completion of all requirements for the new specialization, and any program requirements they do not have.

3.2. Students who completed their prior program at another institution are subject to the Residency requirements.

3.3. In certain programs, at the determination of the Dean, students will be admitted only if space is available once new applicants have been admitted.

## **2.3 GRADUATE CREDENTIALS**

**1. Graduate Certificates** comprise 12 or fewer credits, or equivalent, of graduate coursework. Students may, upon successful completion, continue their studies in order to pursue a graduate diploma and/or degree, where available. This program may be designed to ladder towards a Master's degree.

**2. Graduate Diplomas** comprise 18 or fewer credits, or equivalent, of graduate coursework. Students may, upon successful completion, continue their studies in order to pursue a graduate degree, where available. This program may be designed to ladder towards a Master's degree.

**3. Master's Degrees** are comprised of a minimum of 30 credits, or equivalent, of graduate coursework and will typically require the equivalent of 1-2 years of full-time studies to complete. A Master's degree is a primary specialization for graduate studies. Master's degrees may be course based, course and project based, or course and thesis based.

**4. Graduate Concentrations** are secondary specializations, normally 20-50% of the program credits, within the field of study of a Master's Degree.

## **2.4 CREDENTIAL NAMES**

1. Credential names should be easily understood in the context of other credentials at TRU and similar credentials at other BC Post Secondary Institutions.

2. Credential names will follow DQAB naming guidelines.

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

## 43 CREDENTIAL REQUIREMENTS

### 4.13.1 GENERAL

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

1. To be eligible for a credential, a student must normally complete all courses within a period designated by the relevant program.
2. The criteria for the awarding of credentials are subject to the approval of the ~~Vice-President, Academic~~ Provost, following advice from Senate.
3. When these criteria change, the criteria that apply to a particular student shall be those in effect when the student was admitted to the program, unless the student chooses to follow the current criteria.
- ~~3.4.~~ Equivalencies for courses required by a student for a credential may be approved on a case-by-case basis by the department chair, or program coordinator, and the Dean.

### 4.23.2 RESIDENCY REQUIREMENTS

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

### 4. TRANSFER CREDIT

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

**GUIDELINES:**

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

## 24 PROGRAM CAPACITIES, AND SECTION SIZES, AND IMPLEMENTATION

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

## 5 INSTRUCTIONAL DELIVERY

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

### 5.1 DELIVERY MODALITIES

Senate will approve specific definitions of Instructional Delivery Modalities.

### 5.2 SPECIAL COURSES

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

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

### 5.2.1 SPECIAL TOPICS COURSES

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

### 5.2.2 DIRECTED STUDIES COURSES

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

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

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

### 5.2.3 SERVICE LEARNING COURSES

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

- 8. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA) for SERV courses they offer.
- 9. SERV courses normally carry elective credit, although, with departmental approval, SERV courses that are directly related to the student's program of study may be used to satisfy Major requirements.
- Individual programs may choose to limit the number of credits a student may accumulate from SERV courses. If a program has not restricted the number of credits, the maximum is twelve credits of SERV toward their degrees.

### 36 COURSE VECTORING AND SCHEDULING

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

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

#### 3.16.1 ASSIGNMENT OF COURSE CREDITS FOR ACCESS, UNDERGRADUATE ACADEMIC, AND CAREER TECHNICAL GRADUATE PROGRAMS

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

#### 2. Definitions of instructional delivery methods:

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

~~7.~~  
8-2.

Credit Calculations for courses with direct contact hours:

8-2.2.1. ~~Methods of Instruction~~ Educational delivery method and instructional weighting factor for credit assignment purposes:

- Lectures and Seminars: 1 actual hour = 1 derived instructional hour
- Labs: 1 actual hour =  $\frac{1}{4}$  of a derived instructional hour
- ~~Practical~~ Work-Integrated Learning: 1 actual hour =  $\frac{1}{2}$  of a derived instructional hour

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

8-2.2.2. Calculation of derived hours:

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

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

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

#### Examples of Credit Assignment to Credit Courses

| Course                                   | Total Derived Hours                                               | Derived Hours Per week                          | Credits |
|------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------|---------|
| <del>ECED 1360</del> ENGL 110 (4,0,0)(L) | Lec (4)(15)(1) = 60                                               | 60/15 = 4                                       | 3       |
| BIOL 3100 (3,0,32)(L)                    | Lec (3)(15)(1) = 45<br>Lab (32)(15)( $\frac{1}{4}$ ) = 11.257.5   | 45/15 = 3<br>$\frac{11.257.5}{15} = .75 = 3.75$ | 3       |
| HUMS 2600 (0.2,14P)NURS 218 (0.4,12P)    | Sem (24)(15)(1) = 630<br>Pract (142)(15)( $\frac{1}{2}$ ) = 90105 | 60/15 = 24<br>$\frac{90105}{15} = 67 = 940$     | 54      |

8-3.2.3. Derived hours per week equate to the following credits:

< 1 hour = 0 credits  
1 hour = 1 credit

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

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

~~40.3.~~ For courses delivered with no or few direct contact hours (e.g. Open Learning, and some Work-Integrated Learning), credits are assigned using one of the following methods:

~~40.4.3.1.~~ Where the same TRU course is delivered in a vectored format, the credits assigned to the no-direct-contact-hours course must be the same.

~~40.2.3.2.~~ Where there is no TRU equivalent, then the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum under a vectored delivery model. Once the contact hour equivalent is determined, the contact hour/credit relationship defined in 2e) above should be applied.

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

~~40.3.~~ For other work-integrated learning courses, if there are no specific lecture, seminar, or lab contact hours, the credits assigned should be based on a reasonable estimate of the equivalent contact hours of instruction that would be needed to deliver the curriculum to achieve the same course outcomes under a vectored delivery model.

~~40.4.3.4.~~

### 3.26.2 ASSIGNMENT OF COURSE CREDITS FOR UNDERGRADUATE TRADES AND VOCATIONAL PROGRAMS

1. A Trades or Vocational program may choose to assign credits using the guidelines under 6.1 instead of this method.

2. A full-time Trades or Vocational (non-semesterized) program normally has 25 contact hours per week of instruction. The equivalent (to a semesterized delivery model) 100% (15 credit) load equals 15 weeks of full-time instruction. A vocational (non-semesterized) program has one credit assigned for every week of full-time instruction.

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

#### **Examples of Credit Assignment to Vocational Programs:**

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

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

## **II. UNIVERSITY PARTNER AGREEMENTS**

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

## **III. PREREQUISITES AND PROMOTION**

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

## **IV. AUDIT STUDENTS**

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

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

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

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

DRAFT - for consultation purposes

# EDUCATIONAL STANDARDS IN CREDIT COURSES AND PROGRAMS



**THOMPSON  
RIVERS  
UNIVERSITY**

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

## POLICY

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

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

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

## REGULATIONS

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

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

## 1 DEFINITIONS

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

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

- a. **Non-Credit:** Courses and programs offered by TRU that are not approved by Senate; this includes continuing education.
  - b. **Access:** Courses and programs approved by Senate that prepare students for further studies or access to the workforce but do not grant credit towards undergraduate or graduate programs.
  - c. **Undergraduate:** Courses and programs approved by Senate that require completion of secondary education or equivalent and are the first level of post-secondary studies.
    - i. **Trades:** Undergraduate courses and programs approved by Senate that are accredited by Skilled Trades BC.
    - ii. **Vocational:** Undergraduate courses and programs approved by Senate that lead directly to professions or employment and are not designed to apply towards a bachelor's degree.
    - iii. **Academic:** Undergraduate courses and programs approved by Senate designed to apply towards a bachelor's degree.
  - d. **Graduate:** Courses and programs approved by Senate at the master's or doctoral level that require completion of a bachelor's degree or equivalent degree.
17. **Provost:** The Provost and Vice-President Academic is the senior academic administrator, reporting to the President.
18. **Specialization:** A field of study or distinct grouping of courses within a program, such as a Major, Minor, or Concentration. Some programs with largely prescribed curriculum are themselves specializations.
19. **Student:** A person who is registered or enrolled at TRU in credit courses or programs.
20. **Residency:** A specific number of credits, or equivalent, that must be completed through TRU courses to qualify for being awarded a credential by TRU.
21. **Upper-Level Course:** Undergraduate courses designed to be taken in the equivalent of the third and fourth years of study, building on the learning from lower-level courses.

## 2 TYPES OF EDUCATIONAL PROGRAMS

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

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

### 2.1 ACCESS CREDENTIALS

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

## 2.2 UNDERGRADUATE CREDENTIALS

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

## 2.2.1 UNDERGRADUATE SPECIALIZATIONS

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

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

## 2.2.2 MULTIPLE OR ADDITIONAL PROGRAMS

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

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

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

## 2.3 GRADUATE CREDENTIALS

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

## 2.4 CREDENTIAL NAMES

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

## 3 CREDENTIAL REQUIREMENTS

### 3.1 GENERAL

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

### 3.2 RESIDENCY REQUIREMENTS

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

## 4 PROGRAM CAPACITIES, AND SECTION SIZES, AND IMPLEMENTATION

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

## 5 INSTRUCTIONAL DELIVERY

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

## 5.1 DELIVERY MODALITIES

Senate will approve specific definitions of Instructional Delivery Modalities.

## 5.2 SPECIAL COURSES

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

### 5.2.1 SPECIAL TOPICS COURSES

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

### 5.2.2 DIRECTED STUDIES COURSES

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

- 3.1. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA, fourth-year standing) for 'shell' Directed Studies courses in their area.
- 3.2. Individual programs may choose to limit the number of credits a student may accumulate from 'shell' Directed Studies courses. Normally, no more than two of these courses may be taken in a program without specific approval from the Dean.
4. For both replicated and 'shell' Directed Studies courses, after consulting with the proposed faculty supervisor or Open Learning Faculty Member, the student or instructor must submit a description of the course or project on the Directed Studies form to the Department Chair or Director, Curriculum Development and Delivery (or designate), and subsequently to the Dean (or Dean's designate) for approval. The description of the course or project will include a topic or project title, a list of learning outcomes, major content or task areas, a list of resources to be used (text, bibliography, etc.), a method of evaluation, a supervision schedule, a start date, and a completion date.
5. Students register for Directed Studies courses by providing a copy of the approved Directed Studies form at registration.

### 5.2.3 SERVICE LEARNING COURSES

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

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

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

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

## 6 COURSE VECTORING AND SCHEDULING

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

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

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

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

## 2. Credit calculations for courses with direct contact hours:

## 2.1. Methods of Instruction and instructional weighting factor for credit assignment purposes:

- Lectures and Seminars: 1 actual hour = 1 derived instructional hour
- Labs: 1 actual hour =  $\frac{1}{4}$  of a derived instructional hour
- Work-Integrated Learning: 1 actual hour =  $\frac{1}{2}$  of a derived instructional hour

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

## 2.2. Calculation of derived hours:

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

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

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

**Examples of Credit Assignment to Credit Courses**

| Course                  | Total Derived Hours                                          | Derived Hours Per week                | Credits |
|-------------------------|--------------------------------------------------------------|---------------------------------------|---------|
| ECED 1360<br>(4,0,0)(L) | Lec (4)(15)(1) = 60                                          | 60/15 = 4                             | 3       |
| BIOL 3100<br>(3,0,3)(L) | Lec (3)(15)(1) = 45<br>Lab (3)(15)( $\frac{1}{4}$ ) = 11.25  | 45/15 = 3<br>11.25/15 = .75<br>= 3.75 | 3       |
| HUMS 2600<br>(0,2,14P)  | Sem (2)(15)(1) = 30<br>Pract (14)(15)( $\frac{1}{2}$ ) = 105 | 60/15 = 2<br>105/15 = 7<br>= 9        | 4       |

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

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

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

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

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

## 6.2 ASSIGNMENT OF COURSE CREDITS FOR UNDERGRADUATE TRADES AND VOCATIONAL PROGRAMS

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

### Examples of Credit Assignment to Vocational Programs:

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

|                                                  |          |  |    |
|--------------------------------------------------|----------|--|----|
| Water and<br>Wastewater<br>Technology<br>Diploma | 63 Weeks |  | 63 |
|--------------------------------------------------|----------|--|----|

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

DRAFT - for consultation purposes

# UNDERGRADUATE CURRICULAR GOVERNANCE COURSE



805 TRU Way  
Kamloops, BC V2C 0C8  
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|                               |                                                                                                       |
|-------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>POLICY NUMBER</b>          | ED 08-2                                                                                               |
| <b>APPROVAL DATE</b>          | September 26, 2011                                                                                    |
| <b>AUTHORITY</b>              | Senate                                                                                                |
| <b>CATEGORY</b>               | Educational                                                                                           |
| <b>PRIMARY CONTACT</b>        | <a href="#">Provost and Vice President Academic Chairperson, Educational Programs Committee (EPC)</a> |
| <b>ADMINISTRATIVE CONTACT</b> | <a href="#">Chair, Educational Programs Committee (EPC) (TBD)</a>                                     |

## POLICY

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

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

[The EPC will receive all Category I changes \(as defined by Senate\) and will report these changes to Senate.](#)

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

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

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

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

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

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

## REGULATIONS

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

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### 1 CURRICULAR GOVERNANCE PROPOSALS AND DEVELOPMENT

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

### 2. COURSE PROPOSALS

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

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### 5. PROGRAM PROPOSALS

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

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

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

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

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

1. Important duties of the service areas include:

- i. Domestic and international program promotion and student recruitment;
- ii. Calendar and other promotion materials such as websites and brochures;
- iii. Faculty recruitment and selection;
- iv. Facilities development including library acquisitions;
- v. Student registration;
- vi. Course scheduling; and
- vii. Academic advising and counselling.

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

- i. New Program and Program Change proposals should be submitted to EPC at least 19 months in advance of implementation. New Program and Program Change Proposals should be approved by the Application Date of October 1 for programs beginning in the following academic year.
- ii. New Course and Course Change proposals should be submitted at least six months in advance of the implementation date. New Course and Course Change proposals should be approved by the beginning of the registration period for the semester in which the new course will be offered or the course change becomes effective.

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

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

# UNDERGRADUATE CURRICULAR GOVERNANCE



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

## **POLICY**

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

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

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

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

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

## **REGULATIONS**

---

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

# 1 CURRICULAR GOVERNANCE PROPOSALS AND DEVELOPMENT

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

## 2 TIMELINES

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

# ~~NEW GRADUATE CURRICULAR GOVERNANCE PROGRAM~~



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tru.ca

|                               |                                                                                                                      |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>POLICY NUMBER</b>          | ED 08-5                                                                                                              |
| <b>AUTHORITY</b>              | Senate                                                                                                               |
| <b>CATEGORY</b>               | Educational                                                                                                          |
| <b>PRIMARY CONTACT</b>        | <del>Provost and Vice President Academic</del><br><del>Associate Vice President, Research and Graduate Studies</del> |
| <b>ADMINISTRATIVE CONTACT</b> | <del>(TBD)</del><br><del>Chair, Graduate Studies Committee (GSC)</del>                                               |

## POLICY

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

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

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

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

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

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

## REGULATIONS

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

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## 1 CURRICULAR GOVERNANCE PROPOSALS AND DEVELOPMENT

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

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## 2 TIMELINES

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

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1. Proposal presentations should follow Degree Quality Assessment Board (DQAB) format.
2. When considering new graduate programs for approval the following criteria will be assessed by the Graduate Studies Committee of Senate. The Graduate Studies Committee will prepare a synopsis of its evaluation of these criteria in making its recommendation for approval to the Academic Planning and Priorities Committee (APPC) and then Senate.
3. Criteria

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### A. Program Description

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

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- 1) The name is appropriate and conveys the meaning and content of the degree.
- 2) The mission and goals of the proposed graduate program are clearly defined, including how the proposed program supports the mission, values and goals of TRU, the TRU Strategic Research Plan, the Academic Plan and the TRU Strategic Research.
- 3) The academic rationale for offering this program at TRU, including evidence for how this program builds on areas of existing institutional strengths in teaching, research and scholarship, including synergies with Research Centres (see Policy BRD21-0).
- 4) Program outcome/s are clear, including:
  - a. The purpose of the program, key objectives and key outcomes.

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b. Is the program designed to prepare students for the workforce and/or for more advanced academic studies?

c. The curriculum as presented clearly meet the articulated outcome/s.

d. Any special requirements for accreditation, registration, certification, etc. are stated and evidence is included that the proposed program meets those requirements.

5) The curriculum is clear and feasible including:

a. Providing evidence for synergies with other graduate programs.

b. Providing evidence for ways in which the proposed program enhances the undergraduate curriculum.

6) The potential student body is clearly defined in terms of:

a. Numbers;

b. Demographics;

c. Admission criteria;

d. Anticipated contribution of the student body to stimulating the academic environment and research culture at TRU.

7) Other model programs.

The proposal should identify three other similar graduate programs, as applicable, regarded as excellent that would be comparable to the proposed program, or that represent a standard the proposed program should strive to achieve, and indicate:

a. How the proposed program would develop a similar reputation within 5 years (including a plan for achieving and identifying excellence).

b. Ways in which the proposed program distinguishes itself from the competition (Why would students come to the TRU program rather than go to a similar program elsewhere?).

8) The contribution of the proposed program to the TRU academic environment, including:

a. Contribution to other fields of study at the graduate and upper level/honours undergraduate programs at TRU.

b. Ways in which the proposed program:

i. detracts from the ability of TRU to offer other programs.

ii. competes or conflicts with (an) existing program(s) at TRU (and an indication of whether the impact is totally considered and acceptable).

iii. may lead to reductions in existing TRU programs in order to meet workload and resource requirements of the new program.

**B. Assessment of need by the public, student demand (local, national, international), and institutional priority**

1) How was the need assessed? What resources were consulted to determine student need/demand? Was there a market analysis conducted?

2) What is the anticipated duration of the demand, and what is the basis for the estimate?

3) Is there evidence that potential employers will recognize the degree such that it contributes to the professional advancement of the graduate?

4) If the program is primarily designed to lead to doctoral studies, is there clear evidence that graduates of this program would meet the entrance requirements of those doctoral programs?

5) Does the proposal provide clear evidence that it meets a public need and student demand for some or all of the following specific audiences?

a. Is this program primarily designed to cater to TRU graduates?

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

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

5) **Facilities**

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

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

6) **Library and Research Resources**

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

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

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

8) **Internships**

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

9) **Recruiting**

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

10) **Finances**

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

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

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

D. **Program Administration**

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

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

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

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

2) The proposal provides the following details of curriculum:

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

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

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

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- d. Anticipated sequencing of courses and a clear description of the capstone experience (thesis proposal, comprehensive exam, oral exam, thesis defense, composition of thesis committee).
- 3) Potential thesis supervisors are identified along with a one paragraph statement describing their research program, and listing potential research projects for graduate students, and their funding sources.
- 4) There is clear evidence that the curriculum is comparable to respected, high quality programs offered elsewhere.
- 5) Student research and scholarship outcomes are clearly articulated.
- 6) Student outcomes are clearly identified, along with a set of generic skills the program aims to develop, and an indication of how those skills will be developed such as research methods, critical thinking, problem solving, communication skills, initiative, responsibility, research integrity, decision-making in complex situations, intellectual independence, etc.
- 7) The proposal identifies clear plans for ongoing program assessment that includes an assessment of student outcomes.
- 8) Program suspension and/or closure conditions are specified.
- 9) Have external reviewers been consulted?

**F. General**

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

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# GRADUATE CURRICULAR GOVERNANCE



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

## POLICY

---

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

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

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

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

## REGULATIONS

---

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

# 1 CURRICULAR GOVERNANCE PROPOSALS AND DEVELOPMENT

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

## 2 TIMELINES

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

# Notice of Deletion

**For deletion:**

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

**Rationale:**

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

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

# SPECIAL COURSES



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

## POLICY

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

## REGULATIONS

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### 1. SELECTED TOPICS COURSES

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

### 2. DIRECTED STUDIES COURSES

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

- 2.2. These courses are identified in the calendar in the form of a 'shell' titled 'Directed Studies'. Academic approval of the 'shell' will follow Policy ED 8-2 Undergraduate Course and Program Approvals or the graduate course and program approval process.
- 2.3. Given that students may be able to receive credit for multiple Directed Studies courses, such courses will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the faculty/school as indicated in 2.4 below.
- 2.4. After consulting with the proposed faculty supervisor or OL Program Coordinator, the student or instructor must submit a description of the course or project on the Directed Studies form to the Department Chair and/or OL Program Coordinator and subsequently to the Dean (or Dean's designate) for approval. The description of the course or project will include a topic or project title (the subtitle which will appear on the transcript), a list of learning outcomes, major content or task areas, a list of resources to be used (text, bibliography, etc.), a method of evaluation, a supervision schedule, a start date, and a completion date.
- 2.5. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA, fourth-year standing) for Directed Studies courses in their area.
- 2.6. Students register for Directed Studies courses following the usual registration procedures by providing a copy of the approved Directed Studies form at registration.
- 2.7. Individual programs may choose to limit the number of credits a student may accumulate from Directed Studies courses.

### 3. SERV COURSES

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

- 3.1. SERV courses provide a venue for students to share their knowledge and skills with the community and to acquire new knowledge and skills through approved community-based projects. To be eligible to receive SERV credit, the student's service learning must demonstrate civic participation and community involvement, and must require some measure of formal critical reflection; in addition, the project must involve students (normally 3 - 5 hours per week) in organized community service that addresses local needs. These courses are titled SERV and are not part of a standard program of study, nor are they offered on a regular cycle; otherwise the course would be given a discipline specific acronym.
- 3.2. SERV courses are offered to small groups of students only (normally no more than five students at any time).
- 3.3. These courses are identified in the calendar in the form of a 'shell' with the acronym SERV and the title "Service Learning". Academic approval is required for

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

- 3.4. Given that students may be able to receive credit for multiple SERV courses, such a course will have a subtitle description to differentiate one version of the course from another on student transcripts. Approval of the subtitle offering is handled by the faculty/school, as indicated in 3.6. below.
- 3.5. Students must have the agreement of a TRU faculty member who will supervise and support the individualized/group learning project.
- 3.6. Service learning projects may be initiated by students; by community members, groups, agencies, and organizations; or by faculty. For the project to qualify for service learning credit, a faculty member must first authorize the course and then agree to supervise, support, and evaluate the project. The Service Learning Form, which describes the SERV course, must be approved by the supervising faculty member, the Chair, and the Dean (or Dean's designee). The description of the course will include, at a minimum, the sub-title of the course, a list of learning outcomes, a method of evaluation, a supervision schedule, a start date, and a completion date.
- 3.7. Students registering for SERV courses follow the usual registration procedures by providing a copy of the approved Service Learning form at registration.
- 3.8. Programs and departments may determine specific eligibility requirements (e.g. minimum GPA) for SERV courses in their area.
- 3.9. SERV courses normally carry elective credit, although, with departmental approval, courses that are directly related to the student's program of study may be used to satisfy Major requirements.
- 3.10. Students may take up to twelve credits of SERV toward their degrees. Individual programs may choose to further restrict the number and level of credits a student may accumulate from SERV courses.

# TYPES OF UNDERGRADUATE AND GRADUATE CREDENTIALS



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

## POLICY

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

1. **Undergraduate certificates** comprise less than 60 credits and generally involve in-depth study in a specific discipline. Students may, upon completion, continue their studies in order to pursue an undergraduate diploma and/or a baccalaureate degree.
2. **Undergraduate diplomas** comprise 60 to 119 credits and generally involve in-depth study in a specific discipline. Students may, upon completion, continue their studies in upper-level work in order to pursue a baccalaureate degree.
3. **Associate degrees** are undergraduate credentials comprising of 60 to 119 credits and generally involve a broad range of course offerings balanced with in-depth study in a specific discipline. Students may, upon completion, continue their studies in upper-level work in order to pursue a baccalaureate degree.
4. **Advanced certificates and diplomas** require students to have completed an undergraduate diploma or associate degree prior to entry to the advanced certificate or diploma program. Advanced certificates and diplomas are normally characterized by in-depth study in specific disciplines.
  - a. Advanced certificates are awarded for the completion of a diploma (or equivalent) and up to 15 additional undergraduate credits,
  - b. Advanced diplomas are awarded for the successful completion of a diploma (or equivalent) and 16 or more additional undergraduate credits.
5. **Baccalaureate degrees** are comprised of a minimum 120 credits and incorporate the TRU institutional learning outcomes into the program of study. There are two types of Baccalaureate degrees:
  - a. First-year Entry which generally takes one of three forms:

- i. A combination of lower-level breadth requirements as a prerequisite for more specific discipline- and theme-based study at the upper level,
  - ii. A largely prescribed curriculum at both the lower and upper levels for specific discipline- or theme-based study,
  - iii. A general program featuring an interdisciplinary combination of courses at the lower and upper levels.
- b. Delayed Entry which usually focuses on preparing students for entry into a profession or occupational field and require the following:
- i. Cumulative credits are undergraduate credits required for admission plus credits required to complete the degree.
  - ii. A minimum of 30 prior university undergraduate credit for admission.
6. **Post-baccalaureate certificates** require students to already hold a baccalaureate degree and are composed of a maximum of 30 additional undergraduate credits in a specific area of study.
7. **Post-baccalaureate diplomas** require students to already hold a baccalaureate degree and are composed of a minimum of 31 additional undergraduate credits in a specific area of study.
8. **Graduate certificates** comprise graduate coursework and will typically have 25% or fewer credits than a Master's degree offered in the same discipline. Students may, upon successful completion, continue their studies in order to pursue a graduate diploma and/or degree, where available.
9. **Graduate diplomas** comprise graduate coursework and will typically have between 25% and 50% the number of credits of a Master's degree in the same discipline. Students may, upon successful completion, continue their studies in order to pursue a graduate degree, where available.
10. **Master's degrees** comprise graduate coursework and will typically require the equivalent of at least 4 semesters of full-time studies to complete. Master's degrees may be course based, course and project based, or course and thesis based.

## REGULATIONS

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### 1. ASSOCIATE DEGREES

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

### 2. BACCALAUREATE DEGREES

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

- i. general education credits as outlined in the Senate approved TRU General Education model; and,
- ii. a minimum of 45 credits at the upper level (in this policy, “upper level” means 3000- or 4000-level courses).

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

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

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

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

## 2) HONOURS DEGREE

- a. An honours degree requires the completion of a minimum of 120 credits. Of these, a minimum of 9 additional credits, beyond the number required in the non-honours option of the program, must be at the upper level.
- b. Students must have a 'B' average in relevant university courses (relevant as defined by the program) upon admittance to an honours program and must maintain a cumulative grade point average (GPA) of 3.00 in their final 60 credits. Individual programs may have additional, or stricter, standards than those mentioned above.

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

- i. Multiple programs require the satisfactory completion of all requirements of each of the individual programs.
- ii. Multiple programs may be completed either concurrently or sequentially.
- iii. Graduating multiple program students will receive one credential for each of the programs. The credentials awarded to multiple program graduates will not differ from those awarded to graduates of the corresponding single credential programs.
- iv. A minimum of 6 additional credits will be required for a dual certificate program.
- v. A minimum of 15 additional credits will be required for a dual diploma program.
- vi. A minimum of 30 additional credits will be required for a dual degree program.

## 3. RESIDENCY

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

## 4. TRANSCRIPT NOTATION

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

FOR DELETION