



MEETING OF THE SENATE

Monday, September 18, 2023

4.30*pm– 6.30 PM (**start time is approximate*)

** Please note that there is a special Senate meeting starting at 2:30pm to which all Senators should come, and the regular Senate meeting will begin as soon as that one ends.*

HL190, Brown Family House of Learning

AGENDA

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

1. Call to Order

- a. Remarks from the Chair
 - i. Territorial Acknowledgment
- b. Departing senator
 - i. Don Poirier
- c. Welcome new senators
 - i. Crystal Huscroft (faculty senator, Faculty of Arts)
 - ii. Anel Jazybayeva (student senator)
 - iii. Divyani Pathak (student senator, serving until by-election complete)
 - iv. Reshma Pradhan (student senator)
 - v. Manu Sharma (faculty senator, School of Education and Social Work)
 - vi. Gopi Yerranguntla (student senator)

Page 1 2. Adoption of Agenda

3. Approval of Minutes

- a. Minutes of June 12, 2023
 - i. Minutes of special senate meeting of June 12, 2023
 - ii. Minutes of regular senate meeting of June 12, 2023

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4. Business Arising

- a. Visual Arts (Discussion)

5. Business

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

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

6. Reports of Officers

- a. President and Vice-Chancellor — Brett Fairbairn
 - i. President’s Report to Senate (Information)
- b. Provost and Vice-President Academic (Information) — Gillian Balfour

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7. Reports of Committees

- a. Academic Planning and Priorities Committee (Items for Approval; ***pending approval by APPC***) — Gillian Balfour
- b. Educational Programs Committee (Information) — Susan Purdy

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8. Question Period

9. Next Senate meeting

- a. The next regular meeting of Senate is on Monday, October 23rd from 3:30-5:30 p.m. in the Brown Family House of Learning, Room HL190.

10. Termination of Meeting



SPECIAL MEETING OF THE SENATE

Monday, June 12, 2023

2:30-3:30 PM

HL190, Brown Family House of Learning

MINUTES

Present:

Christine Adam, Greg Anderson, Gillian Balfour, Tina Block, Mike Bluhm, Susan Butland, Melba D'Souza, Brett Fairbairn, Greg Garrish, Tania Gottschalk, Craig Jones, Derek Knox, Sasha Kondrashov, Ben Lovely, Richard McCutcheon, Daleen Millard, Chris Montoya, Rien Okawa, John Patterson, Baldev Pooni, Gordon Rudolph, Rani Srivastava, Darren Watt, Juliana West

Regrets:

Douglas Booth, David Carter, Mike Henry, Randall Kimmel, Divyani Pathak, Donald Poirier, Sachin Singh

Absent: Naina Agarwal, John Church, Yasmin Dean, Robert Diab, Mary Kruger, Jamie Noakes, Cindy Ozouf, Tanya Sanders, Anne Terwiel, Joanna Urban, Anshuman Walia, Joel Wood

Executive and Others Present:

John Sparks (General Counsel and Corporate Secretary), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

1. Call to Order

The vice-chair of senate, Tina Block, called the meeting to order at 2:39pm, as the senate chair, Brett Fairbairn, needed to arrive at the meeting a few minutes late.

a. Remarks from the Chair

i. Territorial Acknowledgment

T. Block delivered the territorial acknowledgment.

2. Business

- a. Special Meeting #1 of Senate in Accordance with Policy BRD 8-4: Program Reductions and Eliminations

Gillian Balfour noted that this meeting constituted special meeting #1 in accordance with the policy on Program Reductions and Eliminations. She and Senator McCutcheon, Dean of Arts, presented.

B. Fairbairn joined the meeting during the presentation and assumed the chair.

Discussion ensued.

3. Termination of Meeting

As there were no further agenda items, the meeting terminated at 3:50pm.



MEETING OF THE SENATE

Monday, June 12, 2023
3:50*- 5:30 PM

***NOTE:** *As there was a special Senate meeting starting at 2:30pm and ending at 3:50pm, the regular Senate meeting began at 3:50pm.*

HL190, Brown Family House of Learning

MINUTES

Present:

Christine Adam, Greg Anderson, Gillian Balfour, Tina Block, Mike Bluhm, Susan Butland, John Church, Melba D'Souza, Yasmin Dean, Brett Fairbairn, Greg Garrish, Tania Gottschalk, Craig Jones, Derek Knox, Sasha Kondrashov, Ben Lovely, Richard McCutcheon, Daleen Millard, Chris Montoya, Jamie Noakes, Rien Okawa, John Patterson, Baldev Pooni, Gordon Rudolph, Tanya Sanders, Rani Srivastava, Darren Watt, Juliana West

Regrets:

Douglas Booth, David Carter, Mike Henry, Randall Kimmel, Divyani Pathak, Donald Poirier, Sachin Singh

Absent: Naina Agarwal, Robert Diab, Mary Kruger, Cindy Ozouf, Anne Terwiel, Joanna Urban, Anshuman Walia, Joel Wood

Executive and Others Present:

John Sparks (General Counsel and Corporate Secretary), Charlene Myers (Manager, University Governance), Lynda Worth (University Governance Coordinator)

1. Call to Order

The Chair of Senate, Brett Fairbairn, called the meeting to order at 3:50 p.m.

a. Remarks from the Chair

i. Territorial Acknowledgment

The chair delivered the territorial acknowledgment.

b. Acknowledgment of departing senators

The Chair of Senate, B. Fairbairn, thanked the following senators whose terms were ending prior to the September senate meeting:

- i. Naina Agarwal (student senator)
- ii. Tina Block (faculty senator and vice-chair of senate)
- iii. Divyani Pathak (student senator)
- iv. Sachin Singh (student senator)
- v. Anshuman Walia (student senator)

2. Adoption of Agenda

The chair drew senators' attention to correspondence circulated with the agenda package which indicated he had ruled a requested agenda item out of order. A senator asked to amend the agenda by adding the proposed resolutions circulated with the requested agenda item. The Chair responded that he had ruled that the resolutions on those topics were not in order for senate and added that there was an option for senators to appeal the ruling of the chair.

A senator moved to appeal the ruling of the chair (which had ruled out of order the amendment of the agenda to add the resolutions that were included in the correspondence circulated with the agenda package), which was seconded. The chair suggested that, if senators agreed to amend the agenda in response to the appeal, the matter would be added between agenda items 6 and 7. J. Sparks outlined the process for voting on the motion to appeal the ruling of the chair. Discussion ensued.

*On motion duly made and adopted, it was **RESOLVED** that the ruling of the chair be upheld.*

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

3. Approval of Minutes

a. Minutes of May 29, 2023

*On motion duly made and adopted, it was **RESOLVED** that the minutes of May 29, 2023 be approved as circulated.*

4. Business Arising from the Minutes

a. Policy changes to ED 9-1 (Academic Achievement Awards)

Notice of motion for this proposed policy change had been served on May 29, 2023. G. Balfour shared a comment that had been received after the agenda was circulated, indicating that the GPA should likely be 3.0, rather than 2.0, for graduate programs. She agreed to incorporating the proposed change into the policy revisions as noted in the comment.

*On motion duly made and adopted, it was **RESOLVED** that the proposed policy revisions be approved.*

b. Proposed revisions to senate bylaws

J. Sudhoff, chair of the Senate Steering Committee, spoke to this agenda item, for which notice of motion had been served on May 29, 2023.

i. Comment received during the notice of motion period

A comment received during the notice of motion period (unrelated to the proposed revision for which notice of motion was served but relevant to other information in the bylaws) was circulated with the agenda package. B. Fairbairn recommended sending the senator's comment to the Steering Committee for consideration.

*On motion duly made and adopted, it was **RESOLVED** that the proposed revision to the senate bylaws (apart from the comments to be considered by the Steering Committee but including the corrections to the numbers) be approved as circulated.*

5. Reports of Officers

a. President and Vice-Chancellor — Brett Fairbairn

i. President's Report to Senate

President Fairbairn spoke to some matters in his written report and then responded to questions.

ii. Election of vice-chair of senate in September

B. Fairbairn noted that senator Block is on leave as of July 1 and that the election of a new vice-chair will take place at the September meeting. He encouraged senators to consider standing for nomination.

- b. Provost and Vice-President Academic

G. Balfour delivered her report orally.

6. Reports of Committees

- a. Academic Planning and Priorities Committee

G. Balfour, chair of the Academic Planning and Priorities Committee, presented one item for consideration of approval, namely a proposal for the establishment of an Affiliate Membership Status in Graduate Studies. Discussion ensued.

The chair asked that it be conveyed back to the Graduate Studies Committee and APPC that Senate is interested in the processes and any guidelines regarding the way affiliate members are identified and approved.

A senator moved to postpone consideration of the motion on the floor until after the Graduate Studies Committee and APPC had reported back to senate with further information about the process for selection and approval of affiliate members. That motion was seconded and, after a vote, defeated.

*On motion duly made and adopted, it was **RESOLVED** that the proposal for the establishment of an affiliate membership status in graduate studies be approved as circulated.*

Action: Secretariat to convey to the Graduate Studies Committee of Senate and the Academic Planning and Priorities Committee senate's request to provide information regarding the processes and guidelines for the identification, selection, and approval of affiliate members in Graduate Studies.

- b. Educational Programs Committee

All items from the Educational Programs Committee were for information, the report related to which was circulated with the agenda package.

- c. Steering Committee

J. Sudhoff, Steering Committee chair, presented the Committee's report, in which there were three items for senate to consider approving, namely a committee appointment and changes to two committees' Terms of Reference.

*On motion duly made and adopted, it was **RESOLVED** that the following volunteer(s) be appointed to serve on the following senate and other committees:*

Educational Programs Committee

Faculty: Kimberly Thomas-Francois, Adventure, Culinary Arts and Tourism

*On motion duly made and adopted, it was **RESOLVED** that the changes to the Terms of Reference for the Environmental Sustainability Advisory Committee and the Teaching and Learning Committee be approved as circulated.*

d. Tenure and Promotion Committee

Chair of the Tenure and Promotion Committee, G. Balfour, presented the committee's report, as follows:

i. Annual Report to Senate

The committee's annual report was provided for information.

ii. Proposed Revisions to Tenure and Promotion Departmental Standards:

*On motion duly made and adopted, it was **RESOLVED** that the proposed revisions to the tenure and promotion departmental standards for the School of Trades and Technology be approved as circulated.*

*On motion duly made and adopted, it was **RESOLVED** that the proposed revisions to the tenure and promotion departmental standards for the Faculty of Education and Social Work be approved as circulated.*

*On motion duly made and adopted, it was **RESOLVED** that the proposed revisions to the tenure and promotion departmental standards for the Faculty of Law be approved as circulated.*

B. Fairbairn indicated that the next order of business was the in-camera meeting. He added that there would be no time for Question Period, so this marked the end of the public meeting of senate (5:02pm).

7. In Camera Meeting

After all non-senators left the meeting, senate moved into an in-camera meeting.

8. Question Period

There was no question period because of time constraints.

9. Next Senate meeting

- a. The next regular meeting of Senate is on Monday, September 18, 2023 (one week early, as September 25th falls during Yom Kippur) from 3:30-5:30 p.m. in the Brown Family House of Learning, Room HL190.

STRATEGIC ENROLLMENT MANAGEMENT — IPE has provided an updated analysis of on-campus course registrations, applications, and admissions for Fall 2023. Preliminary reports indicate a promising outlook for Fall 2023 enrollments, with increased registration at all program and course levels, though some faculties differ in their growth trajectories.

Notably, there's an uptick in on-campus course registrations for both Kamloops and Williams Lake as compared to the same time the previous year, with international registrants showing a significant 27% increase. While certain high-volume international programs have halted applications early, international registrant numbers have grown, partly due to expedited study permit processing by the IRCC.

Early initiatives designed to motivate early registration have had a positive impact on these figures. However, when set against pre-pandemic numbers from Fall 2019, while international registrations have surged, domestic registrations have seen a decline.

On the application and admission front, while overall numbers seem to be tracking lower than last year, the conversion rate has shown improvement. Both domestic and international sectors have their unique challenges and performance metrics.

Course Registrations — On-campus (Kamloops and Williams Lake) course registrations and student headcount for Fall 2023 are higher than last year at the same point in time (+10% and +11%, respectively). Domestic registrants (headcount) are about the same as last year (4,596 last year vs. 4,585 this year), and international registrants are up 27% relative to the same time last year (3,496 last year vs. 4,425 this year).

Initiatives encouraging new and continuing students to register early this year contributed to an early boost in registration numbers. Eight weeks ago, course registrations and student headcount were up by 31% and 34%, respectively, so while course registration activity continues to show growth over last year, the margin of that growth is shrinking as the fall term approaches and registration activity slows.

Relative to pre-pandemic Fall 2019 at the same point in time, course registrations and student headcount are up 4% and 6%, respectively. This growth is being driven by international activity, with international course registrations up 38% (12,175 in Fall 2019 vs. 15,632 this year) and registrants up 30% as well (3,414 in Fall 2019 vs. 4,425 this year). Domestic course registrations are down 10% (21,112 in Fall 2019 vs. 19,058 this year) and registrants are down 10% (5,088 in Fall 2019 vs. 4,585 this year).

Fall 2023 Course Registrations and Registrants Kamloops and Williams Lake (excludes Trades)



Data as of **August 27, 2023** with comparisons to data from the same week last year.
(Latest Registration on August 27, 2023)

Course Registrations Summary					Registrants Summary				
	Last Year to date	Last Year total	This Year to date	% of Fall 2022 Total		Last Year to date	Last Year total	This Year to date	% of Fall 2022 Total
Domestic	19,048	19,672	19,058	97%	Domestic	4,596	4,769	4,585	96%
International	12,618	14,313	15,632	109%	International	3,496	3,814	4,425	116%
Total	31,666	33,985	34,690	102%	Total	8,092	8,583	9,010	105%

Course registration reports are a preliminary indication of Fall 2023 enrolment.

Compared to last year at the same time, there are:

- More registrants at all program levels.
- More course registrations at all course levels.
- Fewer domestic course registrations in all course divisions except the Faculty of Arts (up 2%; 5405 last year vs. 5488 this year), the Faculty of Law (up 13%; 1763 last year vs. 1987 this year), and the Faculty of Student Development (up 29%; 38 last year vs. 49 this year).
- More international course registrations in all course divisions except the Faculty of Law (down 67%; 27 last year vs. 9 this year).

For Fall 2023 (excludes Trades):

- The number of new and previously enrolled registrants on campus exceeds last year's totals.
- Registrants are taking 3.8 courses on average which is like last year (3.9).
- 536 domestic course registrations and 846 international course registrations are waitlisted.
- There are 4,425 internationals on campus registrants are from 104 countries.

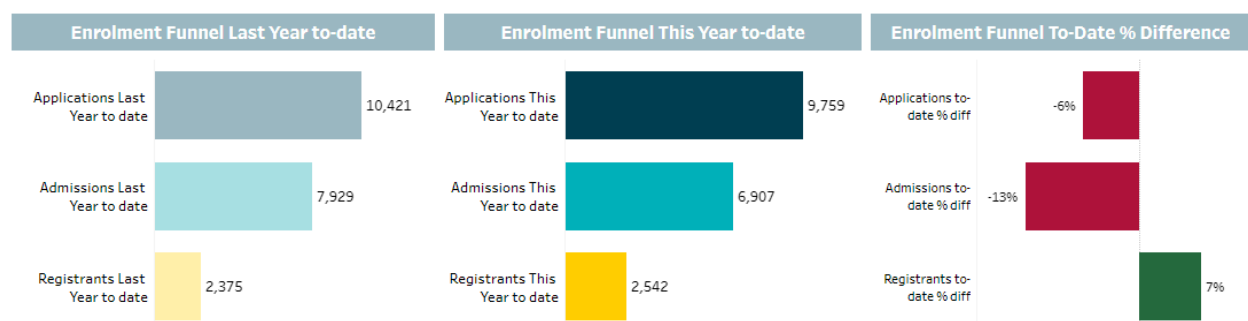
Applications and Admissions — Total applications and admissions (excluding Nursing, Trades, and Law) are currently tracking lower than last year's numbers at this time, while registrants are tracking higher. Domestic applications are down 2% and admissions are down 3% from last year at the same time, but registrants are up 3%.

The conversion rate to-date is 44% compared to 41% at this time last year. Initiatives aimed at engaging applicants and encouraging admitted students to register appear to have contributed to an early boost in registrants, but the lead over last year's activity has shrunk over the past month. In the past week, we have recorded 37 additional registrants, which is similar to the 38 additional registrants during the same period last year. IPE will continue to carefully monitor domestic activity for shifts in conversion rates as course registration continues.

The SEM plan starting point for new domestic students in open baccalaureate programs for Fall 2023 is 666 students. As of today, we are at 90% (597 headcount: no change from last week) of the target. The SEM plan assumes conversion rates (accepted applicant to enrolled) this fall return to an average of the last three years for new domestic students in these programs at the Kamloops campus.

International applications are currently down 10% from last year and admissions are down 20% while registrants are up 13%. To manage international headcount to around 4,000 international students, Fall 2023 applications from certain high-volume regions were closed early for some programs (TRU Gagliardi post-baccalaureate programs, the Bach. Computing Science and Computing Science Diploma, and the Graduate Certificate in Educational Studies).

Faster processing of study permits by the IRCC contributed to early growth in registrants despite the decline in admissions. In the past week, international registrants have grown by 97, whereas during the same week last year, 34 additional applicants had registered. IPE and TRU World will continue to work closely together to monitor factors that may impact the Fall 2023 international student intake.



	APPLICATIONS			ADMISSIONS			REGISTRANTS			CONVERSION RATE	
	Last Year to-date	This Year to-date	To-date % diff	Last Year to-date	This Year to-date	To-date % diff	Last Year to-date	This Year to-date	To-date % diff	Last Year to-date	This Year to-date
Residency											
Domestic	4,605	4,498	-2%	3,300	3,193	-3%	1,353	1,392	3%	41%	44%
International	5,816	5,261	-10%	4,629	3,714	-20%	1,022	1,150	13%	22%	31%
Grand Total	10,421	9,759	-6%	7,929	6,907	-13%	2,375	2,542	7%	30%	37%

SUMMER WILDFIRES — Once again, the Interior of B.C., as well as many other parts of the country, are in the throes of a devastating wildfire season. Many people connected to TRU and our community have been affected directly and indirectly.

Some of our staff and faculty with permanent or seasonal homes in the Shuswap were placed on either evacuation alert or told to leave their homes under an evacuation order. Many of our Indigenous neighbours, especially in and around Squilax, have suffered tremendous losses. As well, fires continue to burn south of Kamloops near Rossmore Lake and near Lytton. We also saw UBCO in Kelowna evacuated briefly in August as wildfires threatened the area.

This continues to be a difficult, stressful time for many, particularly those who continue to live under an alert or who have been displaced from their homes. TRU has been actively monitoring the wildfire situation through the summer. At this time, the state of emergency in B.C. is not impacting post-secondary education at our campuses but we are preparing to adapt and respond as needed.

A full range of support services for those who need assistance can be found here:

<https://onetru.sharepoint.com/SitePages/ViewPost.aspx?postId=8596af96-4b3f-4fd5-93cd-9a07282b9824>

As well, TRU has been actively monitoring the impacts of wildfire smoke on our campuses' air quality. Our region experienced many days though the summer when air quality was extremely poor. This will likely continue until fires diminish with the onset of autumn.

In response, the Office of Safety and Emergency Management (OSEM) has been monitoring indoor air quality across our campuses. OSEM works in collaboration with the facilities team to adapt ventilation systems and deploy air purifiers in the areas that are most affected.

In periods marked by air quality concerns, OSEM produces daily air quality reports which are now accessible on our [Air Quality Health Index page](#). Please reference these reports during periods of poor air quality. In addition, our dedicated [BC Wildfires resource page](#) provides information and supports for students. Several measures have been adopted to improve indoor air quality and curtail potential hazards to our community, including:

- Comprehensive testing of indoor air quality
- Adapting building airflow dynamics and installing air purification units within designated structures
- Provision of N95 masks to individuals seeking heightened personal protection (to request a mask, please email osem@tru.ca)
- Ensuring that personnel with outdoor responsibilities are advised to work indoors during times of severe smoke

If you have any questions or concerns, please reach out to your manager or supervisor, or contact OSEM for further guidance.

NEW RESPECTFUL WORKPLACE AND WHISTLE BLOW POLICIES — TRU is revising and updating our [Respectful Workplace and Harassment Prevention Policy](#) (BRD 17-0) to address concerns around bullying and harassment more effectively, with an emphasis on Equity, Diversity, and Inclusion (EDI).

Specifically, we intend to improve the clarity of TRU's reporting processes for faculty, staff, administrators, and students, and reflect current best practices for addressing bullying, harassment, and discrimination.

A draft of the revised policy has been developed by TRU's legal department, People and Culture, and the Faculty of Student Development. It has received preliminary feedback from TRUFA, and is now with the Provost for further review, including input by the Executive Director EDI & AR. Broader TRU community consultations will be scheduled for the fall.

The final policy is expected to be presented to the Board and Senate in February. Upon approval, comprehensive training will be rolled out to faculty, staff, and students, and will be included in new employee and student orientations.

Through the same time, TRU will begin the process of examining the provincial [Public Interest Disclosure Act](#) (PIDA), which all post-secondary institutions in B.C. will be required to adopt by December 2024. This act, which is B.C.'s whistle blow legislation for the public sector, requires public bodies to support employees who come forward to report serious concerns by providing information to employees about how to report wrongdoing, appointing one or more senior officials as a Designated Officer to receive and investigate reports of wrongdoing, and establishing procedures to:

- Fairly and effectively manage and investigate reports of wrongdoing,
- Protect the confidentiality of information for those involved,
- Report on the outcomes of investigations and any recommendations made, and
- Provide information to employees about their rights and responsibilities under the Act and under TRU's policies and regulations.

Developing and implementing these policies is important work designed to safeguard people from harm while protecting individuals' rights to privacy regarding personal information and workplace employment matters.

FEDERAL GOV'T CONSIDERS INTERNATIONAL STUDENT CAP — In the midst of a housing crisis in Canada, there has been media attention regarding the number of international students studying in Canada and their impact on housing availability and affordability, including blaming them for the problem.

Recent media attention (August 2023) has included comments from two federal ministers — Sean Fraser (Housing, Infrastructure and Communities) who suggested a cap on international students, and Marc Miller (Immigration), who suggested the integrity of the immigration system was at risk with increasing international students but did not support a hard cap being the only solution.

TRU recognizes the importance of quality housing for our students and its role in their overall well-being and academic success. Since 2018, TRU has increased the number of on-campus residence beds by 71%, which will increase to 88% (total on campus beds = 1,646) once the new East Village residence opens this fall. Details on on-campus housing increases:

- Before 2018: 876 beds
- Current: 1,498 beds as a result of recent increases:

- 509 beds from the 2018 purchase of Upper College Heights (now East Village), later renovated through a 2019 investment of \$5M
- 113 temporary beds at West Gate Dormitories (January 2022 to April 2025)
- 148 beds will be added to East Village (Fall 2023)
- After opening: 1,646 beds

The international diversity present at TRU is one of our institution's greatest strengths. The mixing of ethnicity and international perspectives in such an environment helps our students and our community broaden their knowledge and understanding of different worldviews.

Universities Canada came out with a statement critical of the federal government's proposed student cap, which can be found here: <https://www.univcan.ca/media-room/media-releases/response-to-international-student-caps/>.

As well, I wrote an opinion piece related to this topic, which published in Kamloops This Week on September 30, and can be found here: <https://www.kamloopsthisweek.com/opinion/view-from-tru-dont-blame-international-students-7477329>

UNIVERSITIES CANADA CALLS ON GOV'T TO INVEST IN 'PEOPLE, IDEAS, AND COMMUNITIES' — In a budget submission to the federal government in August, Universities Canada urged the government to make new investments in post-secondary education designed to: attract, develop and retain talent; strengthen research excellence; and build healthy green communities.

According to the submission, Canada's future depends upon its people, its ideas and its communities. Society is experiencing transformative technological, social, economic and political changes. Across the country, Canadians are stepping up to solve the challenges of our increasingly competitive and complex world.

Canada's universities are leading this work. Institutions are training more than 1.4 million students to build a highly skilled, diverse and adaptable workforce. They are anchors of communities and engines of prosperity across Canada, employing nearly 410,000 people and spearheading the research and development that facilitate innovation and economic growth.

The full submission can be found here: <https://www.univcan.ca/wp-content/uploads/2023/08/Universities-Canada-Submission-to-the-House-of-Commons-Standing-Committee-on-Finance-EN.pdf>

LEADERSHIP UPDATES — As a reminder, for those who may have missed these announcements, TRU has several new individuals serving in senior administrative or management positions, including:

- [Dr. Oren Shtayermman](#) — The Faculty of Education and Social Work is pleased to welcome its new associate dean, Dr. Oren Shtayermman. For the past two decades, Oren has served

in numerous teaching and leadership roles at private and public academic institutions and universities in the United States.

- [Pauline Streete](#) — Joined TRU on July 1 as our new executive director of equity, diversity, inclusion (EDI) and anti-racism (AR). Pauline comes to us from the University of Regina, where she was senior advisor to the president on EDI and anti-oppression. She has held formal roles in EDI for over a decade, bringing expertise in anti-racism, anti-oppression and EDI principles and practices in post-secondary education.
- Dr. Faheem Ahmed — Associate Vice-President Academic (Interim), as of July 1.
- [Dr. Shannon Wagner](#) — Officially started as TRU's VP of Research on July 1.
- Scott Blackford — Acting General Counsel, pending John Sparks' return.
- Ted Gottfriedson Jr. — The TRU Office of Indigenous Education is pleased to welcome Ted as the new TRU Secwepemc Cultural Advisor. Ted started this position on September 5.
- [Kylie Thomas](#) — TRU's new Academic Director for the Williams Lake campus.

CHINA'S AMBASSADOR TO CANADA VISITS KAMLOOPS — Chinese Ambassador to Canada, Cong Peiwu, visited Kamloops on September 7, including TRU. The Ambassador met informally with TRU faculty and students, toured our campus, and attended a luncheon which I hosted. This visit follows my and VP International Baihua Chadwick's visit to China for graduation ceremonies at Tianjin University of Technology and the Shanghai Institute of Technology in June. The Ambassador also met with Kamloops Mayor Reid Hamer-Jackson and attended an evening event with members of the Kamloops Chinese cultural community.

KAMLOOPS INNOVATION FINDS NEW HOME AT TRU CAMPUS — The Kamloops Innovation Centre (KIC) has moved from its North Shore location since 2012 to TRU's Kamloops campus. A small amount of office space has been secured on the top floor of the Clock Tower and is a close distance to the already existing TRU Generator, an on-campus accelerator jointly operated by TRU and Kamloops Innovation to support students, faculty, staff and alumni with mentorship, workshops and events.

KIC support includes entrepreneurial-minded students and faculty members who want to be best support those students. The centre also connects faculty members with emerging technologies and innovations to support their research. KIC is one of 11 accelerators as part of Innovate BC's Venture Acceleration program.

CONSULTATION / ENGAGEMENT — Here is a quick list of recent (or upcoming) events and meetings that have allowed me to connect with stakeholders:

- June 12 — Presentation to the B.C. Select Standing Committee on Finance and Government Services
- June 13 — Hosted a reception for employees who received Merit Awards and Tenure and/or Promotion
- June 14 — FACT Faculty Council Meeting
- June 15 — Board dinner with Williams Lake community leaders
- June 16 — Breakfast with Williams Lake MLA

- June 19 — Meeting with MLA Cariboo North, Shadow Minister Post-Secondary Education
- June 20-26 China — TUT Convocation and visit partner institutions
- June 29 — RUCBC/BCAIU Reception in Victoria
- June 29/30 — RUCBC Planning Session
- July 13/14 — Visiting delegation from Kazakhstan
- July 27 — Alum Event in Calgary
- August 29 — Presentation to Kamloops West Rotary Club
- September 8 – Back to Class Barbeque
- September 9-17 – Germany, EMES Research Conference and visits with partner institutions

FROM TRU'S NEWSROOM

[Discovery Grants boost student assistance](#) — From programmable robots and machine learning to old-growth forests and ecosystem reclamation, six TRU researchers — Drs. Geoff Fink, Jillian Harvey, Emad Mohammed, Richard Brewster, Lauchlan Fraser and Yasin Mamatjan — have received a total of \$912,500 through the [Natural Sciences and Engineering Research Council \(NSERC\) Discovery Grants Program](#) for students to do more field and lab work.

Dr. Geoff Fink, an assistant professor in the Department of Engineering, has been awarded \$155,000 and a \$12,500 [Discovery Launch supplement](#) to improve the autonomy of quadruped robots using visual-inertial simultaneous localization and mapping. This is a technique used in robotics and computer vision to help a robot understand its surroundings and navigate in an unknown environment. The research is performed by a team of flying and ground-based robots, contributes to new theories and bridges the gap between theory and actual implementation.

Dr. Jill Harvey, Canada Research Chair in Fire Ecology and assistant professor in the Department of Natural Resource Science, received \$190,000 to study forest-grassland ecotones, areas of steep transition between diverse biomes. She uses information from tree-ring data and historical and contemporary perspectives to characterize the resilience of these ecosystems to wildfire and drought. Harvey was also awarded a \$12,500 Discovery Launch supplement for her research.

Dr. Emad Mohammed, an assistant professor in the Department of Engineering, was awarded \$160,000 and a \$12,500 Discovery Launch supplement to develop methods to address machine-learning challenges. Mohammed uses these methods as configurable data to build robust machine-learning frameworks for critical applications across industries, including health care.

Dr. Rick Brewster, a professor in the Department of Mathematics and Statistics, received \$162,500 to study ways to design efficient algorithms to solve complex problems such as scheduling and routing transit vehicles. The design of the algorithms is completed using mathematical structures intrinsic to the problem.

Dr. Lauch Fraser, an NSERC Industrial Research Chair in Ecosystem Reclamation and professor in the Department of Natural Resource Science, has been awarded a \$40,000 [Discovery Development Grant](#) to test the effects of climate change and disturbance on grassland plant communities.

Dr. Yasin Mamatjan, an assistant professor of Software Engineering in the Department of Engineering, received \$155,000 plus a Discovery Launch Supplement of \$12,500 to develop techniques using artificial intelligence to guide cancer clinicians in making decisions about patient prognosis, diagnosis and treatment options.

[Tulo Centre, University of Canterbury and TRU sign MOUs to collaborate on innovative Indigenous-led programming and research](#) — The Tulo Centre of Indigenous Economics (Tulo Centre), the University of Canterbury and Thompson Rivers University (TRU) commit to further collaboration and exploration of opportunities to deliver unique Indigenous-led programming through the signing of two memorandums of understanding in Kamloops on July 31, 2023.

The MOU signed by all parties creates a formal pathway for the institutions to cooperate and collaborate to research, support and build capacity for Indigenous public administration, governance, leadership and economic development.

The Tulo Centre and TRU renewed their existing MOU to strengthen the relationship between the two institutions who have worked together since 2008 to deliver accredited certificate programs in First Nation tax administration, applied economics and lands governance.

The following items will be reviewed at the APPC meeting on September 14, 2023. They are being reported to Senate as pending APPC approval.

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
SEPTEMBER 2023 REPORT TO SENATE**

The September 14, 2023, meeting of APPC was chaired by Dr. Gillian Balfour. The following items came forward from APPC for Senate's approval:

For Approval:

1. **Proposal for the establishment of Wildfire Science Emergency Management Institute**, Shannon Wagner

Motion passed at APPC:

Be it resolved that APPC recommend to Senate to approve the proposal for the establishment of the Wildfire Science Emergency Management Institute as presented.

2. **Proposal for Master of Nursing - Nurse Practitioner Graduate Program Handbook 2023-24**, Tracy Christianson, Rani Srivastava

Motion passed at APPC:

Be it resolved that APPC recommend to Senate the Master of Nursing – Nurse Practitioner (MN-NP) Graduate Program Handbook 2023-2024 as presented.

For Information:

1. **History Department Program Review and Response to Recommendations**, Tina Block, Rick McCutcheon
2. **Bachelor of Tourism Management Mid-Cycle Review Update**, Lian Dumouchel, Doug Booth
3. **Applied Sustainable Ranching Diploma, Program Review External Review Report and Action Plan**, Tom Pypker, Greg Anderson

Respectfully submitted on September 8, 2023, by:



Gillian Balfour
Chair, Academic Planning and Priorities Committee

APPC

From: Tracy Christianson
Sent: Friday, August 4, 2023 6:00 PM
To: APPC
Subject: Fwd: Nurse Practitioner Program Handbook questions
Attachments: MN_NP Handbook FINAL.docx

Alana,
Here are my responses to Noah and the updated handbook
Tracy

Tracy Christianson RN, MN, DHEd, CCNE
Associate Professor
Graduate Programs Coordinator
School of Nursing

From: Tracy Christianson
Sent: Monday, July 31, 2023 11:08:31 AM
To: Noah Arney <narney@tru.ca>; Rani Srivastava <rsrivastava@tru.ca>
Cc: Gillian Balfour <gbalfour@tru.ca>
Subject: RE: Nurse Practitioner Program Handbook questions

Hi Noah,
I have reviewed your comments and either adjusted according and/or provided you with rationale and have attached the revised handbook:
P.27: under the Examination Policies students are not allowed to have “medical aides/devices” at their desk and there is no medical note exemption listed for it. Does this mean that a student with an insulin pump, crutches, hearing aids, and prostheses may not have them at the exam? I see that you use the “except with a medical note” on another bullet point, perhaps that can be applied to the personal items point as well? **Done**

P.30: the specificity of the submission of papers policy appears to contravene the academic freedom of the faculty teaching the courses. Are these faculty wide policies that the Faculty Council has specifically approved outside of this document? **Used for program consistency that all faculty (including BSN) generally follow**

P.36: under Dress Code and Professional Appearance, I understand that much of the dress code is attempting to align with practice agencies dress codes, but two things are mentioned that are in effect for on-campus labs as well:

1. What is the reason that jeans are not allowed in the campus lab? “Casual business attire is acceptable. No jeans, yoga pants, leggings/tights, low cut tops, halter tops, cut offs, or backless dresses” **Because we are trying to create a professional atmosphere, the lab is considered a “practice setting” experience working with patients of all types (standardized and simulated). If fact, our BSN student must wear their scrubs into lab whereas our NP students will mostly be in casual business dress.**
2. In that previously quoted section you mention no tights, but the next section specifically requires them: “Appropriate hosiery (stockings, tights, socks, etc.) and footwear must be worn”, is that an intentional addition? **Because “tights” are sometimes worn as pants, and tights technically refers to what we use to call leotards/panty hose.**

The TRU lab guidelines are simply that you must wear a long-sleeved shirt, blouse, or lab coat, long pants, and footwear that encloses the foot. It is my understanding that in most cases the students in this program will be wearing a uniform

or some sort of scrubs, which makes the reference to students wearing stockings and tights confusing. However, the NP students typically will not be wearing scrubs. The word “tights” has been removed from the example of hosiery.

P.39: Under Professional Conduct Policies, can you speak to the pedagogical/legal reason that students must have written permission of the instructor to take a picture of the class slides? In most classes verbal permission is the requirement. The word “written” has been removed.

P.41: Under Responsible Use of Technology and Social Media Policy you provide links to the BCCNM and INRC social media policies for students to follow, which makes sense. But you have also added to it that students are responsible for “protecting personal, professional, and university reputations”. I’m unclear as to why a student is in any way responsible for protecting TRU’s reputation online. Is this coming from a previously approved policy? The Nursing regulatory body has professional expectations/requirements of its nurses, at the SON, we expect our students to practice those professional expectations in accordance with the BCCNM regulatory competencies and expectations. The as nurses, we are held to a very high standard of the public who frequently file complaints to BCCNM for investigation. Also, TRU legal department has already vetted this document and found not legal issues with us using this wording. However, I have made the change to be broader: *All SON students must present themselves in a professional and respectful manner online to be in line with the BCCNM expectations of professional practice.*

I hope this provides you with the clarification that you need.

Tracy

From: Tracy Christianson

Sent: Wednesday, July 26, 2023 1:28 PM

To: Noah Arney <narney@tru.ca>; Rani Srivastava <rsrivastava@tru.ca>

Cc: Gillian Balfour <gbalfour@tru.ca>

Subject: RE: Nurse Practitioner Program Handbook questions

Hi Noah,

I was just prompted based on an inquiry as to the status of our submission. I must have missed this while on my sabbatical, so apologies.

I will review in detail and can provide clarity/answers for the September meeting.

Tracy

From: Noah Arney <narney@tru.ca>

Sent: Thursday, June 1, 2023 12:41 PM

To: Rani Srivastava <rsrivastava@tru.ca>; Tracy Christianson <Tchristianson@tru.ca>

Cc: Gillian Balfour <gbalfour@tru.ca>

Subject: Nurse Practitioner Program Handbook questions

Good afternoon Drs Srivastava and Christianson,

I wanted to follow up with you regarding the Nurse Practitioner program handbook as it was presented to us today at APPC. I have some questions about why certain things were included, and if there should be alterations to it before it’s brought to Senate. I will be using the page numbering from our APPC agenda, if you don’t have that, page 10 is the cover page of your handbook. I will go through them by page number.

P.27: under the Examination Policies students are not allowed to have “medical aides/devices” at their desk and there is no medical note exemption listed for it. Does this mean that a student with an insulin pump, crutches, hearing aids, and prostheses may not have them at the exam? I see that you use the “except with a medical note” on another bullet point, perhaps that can be applied to the personal items point as well?

P.30: the specificity of the submission of papers policy appears to contravene the academic freedom of the faculty teaching the courses. Are these faculty wide policies that the Faculty Council has specifically approved outside of this document?

P.36: under Dress Code and Professional Appearance, I understand that much of the dress code is attempting to align with practice agencies dress codes, but two things are mentioned that are in effect for on-campus labs as well:

1. What is the reason that jeans are not allowed in the campus lab? “Casual business attire is acceptable. No jeans, yoga pants, leggings/tights, low cut tops, halter tops, cut offs, or backless dresses”
2. In that previously quoted section you mention no tights, but the next section specifically requires them: “Appropriate hosiery (stockings, tights, socks, etc.) and footwear must be worn”, is that an intentional addition?

The TRU lab guidelines are simply that you must wear a long-sleeved shirt, blouse, or lab coat, long pants, and footwear that encloses the foot. It is my understanding that in most cases the students in this program will be wearing a uniform or some sort of scrubs, which makes the reference to students wearing stockings and tights confusing.

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Thank you so much for your time regarding these questions.

Noah Arney

M.Ed. CCDP

Career Services Coordinator, Career & Experiential Learning Department

Thompson Rivers University

250-828-5286

805 TRU Way | Kamloops, BC | V2C 0C8

www.tru.ca/cel

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tšilhqot'in, Dakelh, and Syilx peoples.



**THOMPSON
RIVERS
UNIVERSITY**



Master of Nursing – Nurse Practitioner (MN-NP)

Graduate Program Handbook

2023 – 2024

Acknowledgement

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tsilhqot'in, Dakelh, and Syilx peoples."

We acknowledge and give honour to the Secwépemc—the ancestral peoples who have lived here for thousands of years—upon whose traditional and unceded land Thompson Rivers University is located. The Secwépemc maintain a spiritual and practical relationship to the land, water, air, animals, plants and all things needed for life on Mother Earth. It is with that in mind that we owe this debt of gratitude. There are approximately 7000 Secwepemc people in the territory, which spans 180,000 sq km through the interior plateau of south-central British Columbia. The mountain ranges, grasslands and river valleys surrounding the Fraser, North and South Thompson rivers, create the boundaries of the territory. TRU has one of the largest Aboriginal student populations in B.C. post-secondary institutions with 2849 students (11%) of the student population, representing 16 First Nation and Aboriginal peoples enrolled in new, continuing, open learning and trades programs.

In addition to Secwépemc students, Indigenous students at TRU come from several B.C. Nations, including the Carrier, Okanagan, Nuxalk, and Nlaka'pamux, as well as students of Métis and Inuit ancestry.

In May 2017, TRU signed a [Partnership Agreement](#) with Tk'emlúps te Secwépemc (TteS).

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Welcome to the MN-NP Program!

Dear Master of Nursing – Nurse Practitioner Students,

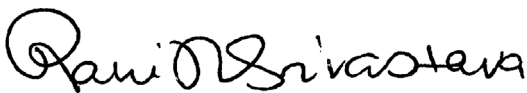
Welcome to Thompson Rivers University and the MN-NP Program. This is an exciting step in your professional journey as you move towards the achievement of an Advanced Practice Nursing designation. This designation will provide you with the theoretical knowledge, critical inquiry, as well as clinical and leadership skills that will position you as leaders and change agents for nursing and health care delivery.

You will be among the first group of students to start in the TRU SON MN-NP program and while a great deal of thought and attention has gone into the development of the program, we will need your feedback to make it even better! During your program at TRU, you will have the benefit of having highly qualified faculty who are excited to be part of your journey toward success. The faculty recognize that as nurses and graduate students you are navigating many complexities and are committed to supporting your learning and success through varied learning methods – please do not hesitate to reach out to them as needed. The curriculum map for the program is rich, with flexible options that allow each student to create a path that is unique to them. I encourage you to be open and explore the varied opportunities available to you through the directed studies courses.

You are starting your nurse practitioner studies at a time of great need! There are new challenges, ethical issues, and new opportunity for innovation by working with communities. Your program of studies will be demanding, and it is essential that you identify and draw upon needed supports - through your own networks and through TRU. Self-care is an essential aspect of Nursing and is needed now more than ever. TRU faculty and staff are committed to student success, so please do not hesitate to reach out to your faculty and Coordinator as you have questions, concerns, or encounter challenges.

Best wishes in your program. I look forward to getting to know you over your time here.

Sincerely,



Rani Srivastava, RN PhD
Dean, School of Nursing
Thompson Rivers University

Vision, Mission, Philosophy and Values

Vision statement

The School of Nursing is a leader in nursing education, advancing nursing knowledge, and preparing nurses to meet current and future realities in healthcare.

Mission statement

The School of Nursing promotes excellence, innovation, and creativity in education, leadership, scholarship, practice, and service; through a commitment to engage in critical inquiry and evidence-informed action. The School of Nursing encourages and respects uniqueness and diversity, supporting an open, responsive, learner-centered environment. The School of Nursing builds on the foundations of authentic relationships with learners, partners, peers, and communities to provide excellence in leadership, innovation in education, teaching scholarship, research, and nursing practice.

Philosophy

The School of Nursing philosophy is underpinned by our beliefs about the concepts of person, health, environment, and nursing. These concepts are independent and exist in a symbiotic relationship with one another. The School of Nursing's philosophy supports the mission and provides the foundation for the nursing programs' purpose, goals, outcomes, and curricula.

Our Values

Culture of belonging and inclusivity

Our success is built on insuring the wholistic health and wellbeing of our faculty, staff, and students. We engage in respectful, inclusive ways through enacting responsibility, reciprocity, relevance, and respecting differences. We attract, support, and retain outstanding faculty, staff and students reflecting the diversity of communities we serve locally, nationally, and internationally. We respect each other (Xyemstwécw), the land, the knowledge of peoples of our region and beyond.

Authentic relationships with communities

Our faculty and students learn and lead by creating, supporting, and nurturing relationships with individuals and communities to work in partnership to positively advance equitable access to health, and health outcomes locally, nationally, and internationally.

Leadership, research, and teaching scholarship

We value leadership, research and teaching scholarship that embodies integrity, respect, inclusion and excellence in education, nursing practice, and research. We value the importance of providing diverse nursing education and practice experiences that highlights nursing roles working with interprofessional teams and varied nursing practice contexts such as rural, primary care, community health nursing, Indigenous communities, and acute care within local, provincial, and international practice settings.

Getting Started

Key information for students of the Master of Nursing – Nurse Practitioner (MN-NP) in the School of Nursing (SON) at Thompson Rivers University (TRU).

Important Bookmarks

TRU homepage: tru.ca

MyTRU: mytru.ca

New Students: tru.ca/current/new-students

Current Students: tru.ca/current

Campus Services: tru.ca/current/campus-services

MN homepage: tru.ca/mn

Moodle: moodle.tru.ca

Library: tru.ca/library

Information Technology: tru.ca/its

Accessing 'myTRU' Account

Accessing your account on [myTRU.ca](http://mytru.ca)

Students are provided with a myTRU account upon admission. Once your account has been activated, your myTRU portal acts as a core resource for all information necessary for TRU students. It allows you to register for courses online, pay fees and tuition, use your student email, access campus notifications and much more. Your myTRU account is accessible online, both on and off campus. Please note that students will access the majority of their information through the student Resources tab in myTRU. If you are having difficulty logging in to myTRU.ca you can contact the IT Service Desk at itservicedesk@tru.ca or by calling toll free within Canada at 1-888-852-8533.

Logging into 'myTRU'

- Go to the **login page**: Type the URL mytru.ca in your web browser address field, or click the myTRU link on the top right corner of the TRU public web home page (tru.ca)
- Type your **TRU ID** (T followed by 8 digits) in the **Username** field
- **Default password**: myTRU automatically generates a default password for you when your TRU ID is created. The default is your date of birth, (year, month, day) in the format of YYMMDD. For example, if you were born on April 27, 1982, your default password would be 820427.
- Type your **password** in the password field. The first time you log in to myTRU, use the default password assigned to you. You will be forced to change this password upon your first login.
- **Creating your own password**: to protect yourself and your personal information you will be forced to create your own password during the login in process. Keep in mind that your new password must be between 8 and 20 characters long, is case sensitive, and must be a combination of letters, numbers and must not be your year of birth.
- Click **Sign in / Log in**
- **Alternate Email for Password Recovery Setup**: new users to myTRU must provide a valid alternate email address that will be used for password recovery. Once the password has been submitted, go to that email address and verify that the email address is correct just in case you need to use the "Forget Password" option for password recovery.

- Note: if you have a TRU ID but have not registered for a TRU course for two years then you will have to reset your password at myID.tru.ca.

Student Records

It is the student's responsibility to maintain updated contact information through [myTRU](https://myTRU.ca), including phone number, personal email address, and mailing address. **Students should also notify the School of Nursing office of changes in contact information.** Phone numbers will be circulated to appropriate nursing faculty and may be given to preceptors/agencies where students are completing practicums.

TRU Email

Students access their myTRU email accounts through myTRU.ca. Students may choose to auto-forward email to a personal email address by going to the Options tab in myTRU email and select auto-forwarding. For more information regarding this email account, visit: tru.ca/its/students/owa

Electronic communication between faculty and students will occur through the TRU email account. Students and faculty are not to use personal email accounts due to lack of security assurances with external email accounts.

Students are expected to access their TRU email on a daily basis. Students, faculty and staff are expected to engage in electronic correspondence is respectful, courteous, and timely.

Wi-Fi and Computer Access

Your student network access information will give you access to wireless internet on campus, lab computers and storage on TRU servers. You must know your Network Account to:

- Log in to the network on lab computers on campus – this provides you with your own private data storage of 1G on the student server – drive F:\
- Access the wireless network on campus (**tru** or **eduroam**)

Your login name will be the same username for the first part of your [myTRU](https://myTRU.ca) email address before the @ sign. Your login name can be found by clicking on the email icon within myTRU (top right hand corner). Your “initial password” will be your birth date (dd-mm-yy) including the dashes. For example, if your birthday was Sept 10, 1993, your initial password would be 10-Sep-93

For any assistance with Information Technology:

- Visit: tru.ca/its or
- Email: ITServiceDesk@tru.ca or
- Call: 1-250-852-6800 (Kamloops) or 1-888-852-8533 (toll free in Canada)

Campus Information

Campus Map: tru.ca/map

For Campus **Tours**, visit TRU's [Tours and Events](#) page to take a video tour, register for a walking tour, or link to the campus map.

Parking: For information on locations, rates and regulations, visit: tru.ca/transportation/parking

Student Card

Get your TRU Student Card at: tru.ca/current/campus-services/campuscard. Photos are taken at the Bookstore in the Campus Activity Centre. This identification card is required to access Library services. The Students' Union U-Pass and is used in a variety of ways on campus for identification. The campus card may also provide various student discounts at merchants throughout the City of Kamloops.

UPASS: Transit Pass + Fitness

Transit: The TRUSU UPASS is an unlimited transit pass for the City of Kamloops provided to every student enrolled at TRU in Kamloops. For current bus schedules and maps for the Kamloops Transit Area, visit: www.bctransit.com/kamloops

Fitness: The UPASS also provides you with a 50% discount to a monthly membership to the [Tournament Capital Centre](#) and free access to the [Canada Games Aquatic Center](#) through [City of Kamloops Recreation](#).

Opting out? Note – If you are living outside of the Kamloops area and not attending campus, you can opt out of the UPASS. For more information on how to get your UPASS, or opt out of the UPASS, visit: trusu.ca/services/upass

Student Services

New Student Checklist: tru.ca/future/checklist

Visit tru.ca/current/campus-services for resources including

- Bookstore
- Print services
- Housing
- Booking space
- Child care
- Technology support, including remote access
- Eating on campus – vendors

Library Services

Visit: tru.ca/library. A TRU Student Card is required to access Library services.

Indigenous Centre – Cplul'kw'ten (The Gathering Place)

Cplul'kw'ten is a friendly and inviting [Indigenous centre](#) that provides information on all aspects of university life and doubles as space to socialize, study or just take a break from your day. It is truly a home away from home. The Elder in Residence is a program to support students, and faculty engagement with Indigenous communities and philosophies.

Graduate Student Resources

General resources for TRU graduate students: tru.ca/research/graduate-studies

Graduate Commons

The Graduate Student Commons is a collaborative student engagement space filled with natural light. The Commons is designed to allow quiet study as well as act as an informal gathering place, complete with kitchen area and complementary tea and coffee. Long tables and nearby whiteboards are ideal for small-to medium-sized groups, and a meeting room holds up to 8 students. The Commons is equipped with audio-visual equipment to accommodate presentations.

The Commons is located on the 1st floor of the 'OLARA' building (Old Library Administration and Research Annex), just north of NPH. Enter by the main entrance or a side door near the Clock Tower. The space is open via 24/7 secured access using a key fob. Contact the Coordinator to request a key fob, and return it to the Coordinator when finished with it. There is no cost to use the key fob, but lost key fobs incur a \$20 fee. Visit: tru.ca/research/graduate-studies/campus-community/graduate-commons

Important Dates and Deadlines

For information on start and end of classes each term, as well as other important dates and deadlines, visit: tru.ca/current/enrolment-services/dates-deadlines

Course Registration

Course Registration occurs through myTRU. For information on course registration, visit: tru.ca/current/enrolment-services/course-registration

Paying Tuition and Fees

The fee structure for the MN-NP program is a per credit fee. There is a difference in the cost per credit for the core courses that are shared with the MN program and courses that are NP-oriented. If you have any questions, or for a full breakdown of fees, contact masterofnursing@tru.ca. For a full breakdown of the student fees, refer to the current academic calendar and visit: tru.ca/future/tuition

Details for paying fees are available at: tru.ca/future/tuition/pay

1. Pay Online through myTRU – login to your account and use the “Make a Payment” option (Visa, MasterCard, American Express and Discover)
2. Pay through your Bank – using your bank’s electronic bill payment services. Note: You must use your TRU ID as your reference number.
3. Pay through the Campus Cashier

In person – payments can be made by cash, cheque, money order, debit card, Visa, MasterCard, American Express or Discover. Campus Cashier is located in Old Main, Room 1614.

Telephone – payments made over the telephone using Visa, MasterCard, American Express or Discover by calling 250.371.5646 during regular business hours. Please be aware our cashiers are often busy serving

students and you may experience delays.

Mail – payments made by cheque or money order can be mailed to the Campus Cashier: Thompson Rivers University, Campus Cashier, 805 TRU Way, Kamloops, BC V2C0C8.

Receipts can be printed from your myTRU account once your payment has been processed.

Payment Deadlines

For details on deadlines for payment, visit: tru.ca/current/enrolment-services/tuition/paymentdeadline

In general, for domestic students, fall term payment is due at the start of September; winter term payment is due at the start of January, and summer term payment is due by the end of April. Course registrations may be cancelled if payment is not made or deferral is not in place by the fee payment deadline.

Students whose fees have not been paid in full, or who do not have a fee deferral by the payment deadline may have their registration cancelled and their space made available to other students.

Health & Dental Fees

Find out if you are or will be enrolled in TRUSU Health & Dental depending on your enrollment status.

Visit: trusu.ca/services/health-dental for more information to opt-in or opt-out.

Intellectual Property

Intellectual Property Office: tru.ca/ipo

Copyright is an intellectual property right that is very important to TRU faculty, staff and students as we are all creators and consumers of various forms of intellectual property. The Intellectual Property Office is committed to ensuring that the TRU community is both compliant with, and benefitting from, copyright law in Canada.

Graduation and Convocation

For details on graduation and convocation, visit: tru.ca/current/enrolment-services/graduation

Students must apply to graduate through their [myTRU](#) account. Students who are nearly completed the program and would like to attend convocation must complete all requirements by the deadlines listed below. Failure to do so mean ineligibility for convocation. Contact the Coordinator for any questions about when to apply for convocation.

There are two deadlines to apply to graduate:

- **June ceremony:** students **apply by March 31** to convocate at the June ceremony.
- **October ceremony:** students **apply by July 31** to convocate at the October ceremony.

The MN-NP Program

The Master of Nursing – Nurse Practitioner (MN-NP) program is delivered through the School of Nursing (SON) at Thompson Rivers University (TRU).

Program Overview

MN-NP Website: www.tru.ca/mn

The program website contains program information including course descriptions and faculty information.

The MN-NP program consists of 50 Credits:

- 15 credits of foundational nursing theory
- 35 credits of NP courses
- All courses are compulsory and there are no elective courses

Full details and requirements for courses are found in course outlines, which are provided by course instructors after enrollment.

MN-NP Student Progress Report

Students are to track their program progress in the [MN-NP Student Progress Report \(Appendix A\)](#). Students must submit their completed report to the Coordinator when applying for convocation.

Program Support

- **Website:** For MN-NP program information and resources, visit tru.ca/mn
- **Moodle:** Full details about program requirements will be on the MN-NP program Moodle site. Visit moodle.tru.ca
- **Microsoft Teams:** Teams will be utilized in a variety of ways throughout the program for communication and information sharing purposes. Visit teams.microsoft.com
- **Coordinator:** Get to know your graduate program coordinator for the MN-NP program
- **Administrative support:** Contact masterofnursing@tru.ca
- **Location:** TRU's School of Nursing resides at [Chappell Family Building for Nursing and Population Health](#), including on-campus MN-NP program delivery

Course delivery platform: Moodle

Most TRU courses utilize Moodle for course delivery. Visit moodle.tru.ca and use your TRU login credentials.

MN-NP Course Sequences

The MN-NP program may be completed over a 2 or 3 year plan via one of the following layouts. Students are expected to select their layout prior to enrolling in their first term. Students are advised to discuss program sequence considerations with the Coordinator.

Option 1: TRU MN-NP 2-Year option (6 terms over 2 years)			
2 YEARS	Spring	Fall	Winter
Year 1	HLTH 6300 – 3 credits Indigenous Health Leadership	NURS 5100 – 3 credits Knowledge for Advanced Nursing	HLTH 5200 – 3 credits The Canadian Healthcare System
	NURS 5310 – 3 credits Issues in Professional Practice for Nurse Practitioners	HLTH 6000 – 3 credits Research in Healthcare	HLTH 5300 – 3 credits Leadership and Managing Change in Healthcare
	NURS 5320 – 3 credits Advanced Pathophysiology	NURS 5330 – 3 credits Advanced Pharmacotherapeutics	NURS 5350 – 3 credits Clinical Reasoning in Advanced Health Assessment
Year 2	NURS 5450 – 5 credits Nurse Practitioner Primary Healthcare I [Practicum: 225 hours]	NURS 5460 – 5 credits Nurse Practitioner Primary Healthcare II [Practicum: 225 hours]	NURS 6430 – 7 credits Consolidated Nurse Practitioner Internship [Practicum: 320 hours]
	NURS 6410 – 3 credits Directed Health Study I	NURS 6420 – 3 credits Directed Health Study II	<i>Graduate spring</i>

Option 2: TRU MN-NP 3-Year option (9 terms over 3 years)			
3 YEARS	Spring	Fall	Winter
Year 1	HLTH 6300 – 3 credits Indigenous Health Leadership	NURS 5100 – 3 credits Knowledge for Advanced Nursing	HLTH 5200 – 3 credits The Canadian Healthcare System
Year 1 or 2 student choice	NURS 5310 – 3 credits Issues in Professional Practice for Nurse Practitioners	HLTH 6000 – 3 credits Research in Healthcare	HLTH 5300 – 3 credits Leadership and Managing Change in Healthcare
Year 2	NURS 5320 – 3 credits Advanced Pathophysiology	NURS 5330 – 3 credits Advanced Pharmacotherapeutics	NURS 5350 – 3 credits Clinical Reasoning in Advanced Health Assessment
Year 3	NURS 5450 – 5 credits Nurse Practitioner Primary Healthcare I [Practicum: 225 hours]	NURS 5460 – 5 credits Nurse Practitioner Primary Healthcare II [Practicum: 225 hours]	NURS 6430 – 7 credits Consolidated Nurse Practitioner Internship [Practicum: 320 hours]
	NURS 6410 – 3 credits Directed Health Study I	NURS 6420 – 3 credits Directed Health Study II	<i>Graduate spring</i>

Directed Health Study Courses

The NP program has two courses that are directed studies: NUR 6410 and NUR 6420. Both courses offer an opportunity to develop an understanding of evidence-based practice and expertise in a specific area of health across the lifespan. Students will choose a focused area of study or plan a project based on learning outcomes and will work with a faculty supervisor. A focused area of study provides students with an opportunity to advance their knowledge and develop academic skills necessary to formally synthesize knowledge. As practicing registered nurses, students have experience in nursing practice and will have a beginning understanding of areas in health where they have a particular interest and are able to use this course in tailoring their studies to a specific area of nurse practitioner practice. For directed studies students are expected to clearly identify the topic for their knowledge advancement, method(s) of inquiry, intended course outcomes, course timelines, and evaluation criteria that is reviewed and negotiated with the faculty member. In NUR 6420 students may choose to build on the area of study from NURS 6410, or choose another area of focus.

Graduation and NP Licensure

After completion of all course requirements, students will qualify to graduate. If students plan to practice in British Columbia following graduation, they will need to register with the British Columbia College of Nurses & Midwives ([BCCNM](#)). The SON will submit the graduate's name to BCCNM once all course requirements have been met. This will then qualify the graduate to register for NP licensing examinations. More information will be provided to students during the final practicum course NURS 6420.

The MN-NP degree does not qualify the graduate to undertake employment as a nurse practitioner, but does qualify the graduate to register for NP exams in BC and usually other provinces. Information on licensure for NPs in BC can be found at [BCCNM – NPs – How to apply](#).

MN-NP Policy Expectations

All MN-NP students are required to be familiar with and follow the policies, standards and guidelines of each of the following:

- [Thompson Rivers University Policies](#)
- [TRU Academic Calendar](#)
- [TRU School of Nursing](#)
- [TRU SON MN-NP program](#)
- [British Columbia College of Nurses & Midwives](#) (BCCNM)
- [Health Sciences Placement Network \(HSPnet\) Practice Education Guidelines of BC](#)
- Practicum agencies

MN-NP Academic Policies

It is the student's responsibility to be aware of policies, procedures, guidelines, and deadlines in effect during their enrollment at TRU. Students are referred to:

- TRU Policy Manual: tru.ca/policy
- TRU Academic Calendar: tru.ca/current/enrolment-services/calendar
- TRU Academic Supports: tru.ca/current/academic-supports

Student Attendance

TRU SON follows the TRU [Student Attendance policy](#). This policy should be referred to for more information regarding:

- Attendance at the start of the term
- General attendance during a course or program

Student Progression

The MN-NP program requires continued enrollment, meaning students must register and pay tuition fees in each consecutive term. Students cannot take a term off unless they are on an official leave of absence (requires prior approval from the Coordinator and Dean of the SON). Generally, students complete the program in two to three years, but students have a maximum of 5 years to complete the program. Re-entry to the program after leave for extenuating circumstances would be coordinated between the student and Coordinator. Since MN-NP program builds on knowledge to prepare students for practicum, clinical theory courses must be completed recently enough to prepare for practicum. NURS 5320, NURS 5330, 5350 are intended to be completed within the 12 months preceding NURS 5450.

As outlined in the TRU [Academic Calendar](#), there is a 5-year maximum time for completing a master's program. Students who do not complete by the 5-year time limit can submit a request for a one-year extension to the Coordinator and then be reviewed by the MN Committee. The request is due prior to the end of the 5-year term and must include:

- A written letter from the student outlining the reasons for the extension request
- Copies of their committee meeting progress reports showing (these should show regular meetings and that satisfactory progress is being made)
- A clear and detailed timeline of how they are going to complete their work within the extended period

Grading Systems

The letter Grade System is used for the MN-NP Courses. Students should refer to the current TRU Calendar for a detailed description grading systems. Letter grades do not become official until they appear on the student's transcript. Instructors may notify students of unofficial course grades, but Divisions and Departments reserve the right to correct or adjust unofficial grades in order to maintain equity among sections and ensure conformity with Divisional, Departmental and TRU-wide norms. For more information on the grading system refer to the current TRU [Academic Calendar](#) and the TRU [Grading Systems policy](#). Students must achieve a minimum of 70% on a midterm or final exam in order to pass the exam and the course.

The MN-NP program includes three practicum courses: NURS 5450, NURS 5460, and NURS 6430. Full details for these courses and their requirements can be found in their respective course outlines. Each of these courses is comprised of a practicum component as well as a theory component. Students must succeed in both the theory and practicum portions in order to be granted credit for the course. Failure to complete and succeed in all practicum requirements will result in a 'Did Not Complete' (DNC) result on the student transcript, regardless of performance in the theory portion of the course. Note that for practicum courses, students are expected to complete self-appraisals. Failure to complete the self-appraisal may result in a DNC. The completed self-appraisal will become part of the student's ongoing practice performance record.

Academic Performance

Refer to the TRU [Satisfactory Academic Progress policy](#). According to the policy, all students taking undergraduate or graduate courses at the University are expected to maintain a minimum standard of academic performance. Faculties/Schools can set progression standards for a specific program as long as they are not below the minimum required by TRU.

Students are required to maintain a minimum overall program average letter grade of B to progress in the program, with a maximum allowable of one course with a B- letter grade. A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the Graduate Program Committee recommends otherwise.

Student Academic Integrity

TRU students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. They are expected to be honest and forthright in their endeavours. Academic integrity is both highly valued and expected.

Apart from the responsibility of the student in not participating in an act of academic dishonesty, it is the responsibility of the TRU staff to take all reasonable steps to educate students regarding academic integrity and to prevent and to detect acts of academic dishonesty. It is the faculty's responsibility to confront a student when such an act is suspected and to take appropriate action if academic dishonesty, in the opinion of the faculty member, has occurred.

Refer to the TRU [Student Academic Integrity policy](#) for detailed information regarding:

- Regulations and Procedures
- Procedure flowchart
- Final Exams - Role of the instructor
- **Forms of Academic Dishonesty: Cheating; Academic Misconduct; Fabrication; Plagiarism**
-

All cases must be documented using the appropriate [Case Report Form](#) and supported with evidence and forwarded to AIC@tru.ca for processing.

Examination Policies

Conduct during Examinations

Preamble: The SON is committed to maintaining a high standard of academic integrity during examinations in accordance with both TRU ([Student Academic Integrity policy](#)) and BCCNM. BCCNM's [Professional Standards](#) (Professional Responsibility and Accountability) state that a nurse is accountable and takes responsibility for own nursing actions and professional conduct.

The SON has developed the following guidelines to maintain academic integrity during examinations. Failure to follow these guidelines may result in a report of Academic Dishonesty to the Academic Integrity Committee.

- The SON follows the TRU [Examinations policy](#)
- Students **MUST NOT** plan to be away from TRU until the examination schedule is finalized
- Students may not disclose or discuss with anyone, including faculty, information about the items or answers seen in the examination (this includes posting or discussing questions on the Internet and/or any social media platform)
- Personal items are **not allowed** at the desk during the examination. Personal items not allowed include, but are not limited to:
 - Any electronic devices – cell, mobile, smart phones, tablets, smart watches, MP3 players, fitness bands, jump drives, cameras, PDA, etc.
 - Calculators
 - Bags/purses/wallets
 - Books/study materials
 - Medical aides/devices (except with a medical note)
 - Coats/hats/scarves/gloves/hoodies
 - Food, drink, gum, or candy
 - Lip balm
 - Watches
 - Sunglasses
- No food or drink at the desk (except with a medical note)
- All personal items must be stored where directed by the exam invigilator
- No bathroom breaks unless the student has provided a medical note
- Invigilators may provide scrap paper. Students may not write on the scrap paper until the exam begins.
- Students may bring and wear earplugs (non-electronic)
- Students will not be able to enter the room until the invigilator has completed the setup of the room
- Students will display TRU photo ID on desk and sit in assigned seat (if seats are assigned)
- Once seated, students cannot leave seat until the examination is completed. Students may raise their hand to ask a question.
- Students cannot open examination booklet until told to do so
- Students cannot leave the room within the first 30 minutes
- A student who arrives late is admitted without question during the first 30 minutes of the examination session. Students who arrive late for an examination are not allowed additional time.
- At the end of the examination, students must hand in all booklets and scrap paper with their name and student ID on it to the invigilator and sign that they have done so
- In the case of a fire alarm sounding, students take examination out of room with them
 - Students are to hold the examination close to their chest and leave building single file
 - Students cannot talk to each other and should move to an area away from other individuals
 - Any student caught talking will be dismissed at that time

Examination Accommodations

Midterm examinations: Students who will miss or have missed a midterm examination due to illness or domestic affliction must contact their course instructor(s) as soon as possible. In extraordinary circumstances, outside of illness or domestic affliction, students are to email both the faculty member and Coordinator immediately with the understanding that midterm exams will not be rescheduled for vacations or personal situations.

Final examinations: Students who will miss or have missed a final examination due to illness or domestic affliction will be directed to TRU [Examinations policy](#), which outlines the steps to be taken for considerations of accommodations. **Note: Final exams will not be rescheduled for vacations or personal situations.**

Examination Delivery & Invigilating by Proctor

(Adapted from UNBC MSN-FNP)

In the MN-NP program, instructors may require that examinations are invigilated/proctored. Courses are delivered using blended methods so that students are not required to attend campus throughout the term. Students must arrange proctored exams, whether on or off campus. Full details of exam requirements for each course are found in respective course outlines.

Reviewing the following questions will inform you of the procedures you must complete before you can take your proctored exams. Students must achieve a minimum of 70% on an exam in order to pass the exam and the course.

What is a proctored exam?

A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process.

What must I do to take a proctored exam?

- Find an appropriate proctor within the first four weeks of the term.
- Complete the proctor approval process (see sections to follow).
- Provide your exam schedule to your approved proctor.
- Comply with any payment schedule that may be required by your approved proctor or testing center. Any fees for having your exam proctored are a responsibility of the student.
- Schedule your exam date and time with the proctor well in advance of the testing window provided by your instructor.
- Take your exam within the timeframe specified in your course outline.

Note: Failure on the part of the student to assume these responsibilities will be a matter to resolve with the instructor and could result in a failing grade on the exam.

Who can be approved to serve as a proctor?

A proctor is a liaison between TRU and its students to ensure that testing is done under secure conditions. An acceptable proctor is someone with no conflict of interest in upholding the TRU [Examinations policy](#) and the SON Examinations Policies found in the MN-NP Handbook. Relatives, friends, spouses, neighbours, and coworkers are not acceptable proctors.

A proctor candidate may be from one of the following categories. They must be impartial and willing to proctor the exam as set out by the TRU MN-NP program:

- Educational administrator or librarian at a community college, university, or high school
- Librarian at a public library
- College, university, or private testing center
- Clinic or hospital administrator or preceptor

What is the fee for a proctor's services?

Fees vary for the use of a testing facility and the proctor's time to receive, monitor, and return your exam. Please be sure to determine if there is a fee, what it is, and when it must be paid. Testing centers often require prepayment, and your receipt for payment may serve as your ticket to the proctored exam session. These practices vary among libraries, schools, colleges, universities, and private testing centers.

How do I complete the proctor application process?

Once you have found someone who can proctor your exam, please forward his or her contact information to masterofnursing@tru.ca. Students must submit proctor information at least 14 full days prior to the first day of the examination period. This will provide time for the site and proctor to be assessed, and for the student to find an alternative testing site if required.

What happens after the exam?

The MN-NP program will review the proposed proctor or testing center. You and your proctor will be notified by e-mail if your application has been approved or denied.

What technology must a proctor have access to at the proposed testing site?

Each proctor must have:

- A working e-mail address
- Internet access for students taking internet-based exams

How do I schedule my exam(s)?

- Check your course outline for all exam dates and times as set by course instructors.
- Contact your approved proctor with the entire exam schedule as it appears on your course website as soon as possible.
- Note: You will be responsible for paying any fees required by the proctoring service.
- Schedule a day and a time within the testing window to take the exam with the proctor.
- Note: Failure on the part of the student to assume these responsibilities will be a matter to resolve with the instructor and could result in a failing grade on the exam.

What are the proctor's responsibilities?

- The proctor must ensure that all necessary technologies are available and working.
- Only the proctor may handle the actual exam prior to and following its completion.
- No copies of the exam other than the copy used for test-taking are to be made at any time.
- No person other than the proctor and student may view the exam. The student may have access to the exam only during the time period allowed by the instructor. The online course system (Moodle) enforces the time limit and will warn the student as the time moves towards expiration.
- The proctor must follow the instructor's requirements for administering the exam.

- These may include specific allowable equipment such as a calculator, or inclusion/exclusion of books, notes, etc.

How does the proctor receive exams and return them?

- For exams given on Moodle, the MN-NP program will inform the proctor via email or phone of the password just prior to the exam window.
- Students taking the exam will need to have the proctor enter that password on the exam screen when prompted.
- Once the exam is completed the student will submit their exam online after the proctor has completed the proctor information section at the end of the exam; there is nothing else the proctor needs to do.

Scholarly Papers & Written Assignments

Format and Style

A scholarly format is to be followed for written papers/assignments based on accepted convention for grammar, punctuation, style, and format. The required scholarly format for the SON is:

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

See **Appendix B:** TRU SON [Guidelines for APA Style Student Scholarly Papers](#).

Submission of Papers

Due dates for assignments are set by course instructors and requests for extensions must be made to the appropriate instructor at least 48 hours prior to the due date. If an instructor has not indicated the time an assignment is due, the default due time is 16:30 on the due date.

For every day or portion of a day a paper is late, 5% will be deducted. A weekend is considered to be 2 days.

Students who require an extension due to domestic affliction or illness may be accommodated. Extensions in these extenuating circumstances are at the discretion of the course instructor and should not extend beyond the term end date unless approved by the Coordinator. Students should email faculty as soon as possible. Students should know that faculty will inform the Coordinator, who will keep track of potential ongoing patterns, to be able to identify students that might be at risk and in need of support beyond a particular course.

Papers should be submitted using TRU ID and not student name unless otherwise directed by course instructors.

Students should retain copies of all papers submitted and retain all graded papers until final transcripts have been issued.

Student Research Ethics

Students are responsible for adhering to the standards for ethical research as outlined in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022). The TRU Research

Ethics Board (REB) is responsible for approving research proposals involving humans. TRU has also joined the Research Ethics BC Harmonization Project to better help researchers and students with ethics applications that involve more than one university and/or health authority. With one ethics application researchers and students can obtain ethics approval from multiple ethics boards at once by using the UBC RiSE application system. This process is part of the BC AHSN network and Research Ethics BC.

TCPS-2 Tutorial Certification

All students considering research activities involving humans must complete the [TCPS 2: CORE-2022 \(Course on Research Ethics\)](#). **A copy of the student's Certificate of Completion of the TCPS-2 tutorial is to be placed in the student's file in the SON office.**

Cultural Safety and Research

Past research practices involving Indigenous people have not always been addressed from a place of respectful relationships and as such promoted distrust between researchers and Indigenous Peoples ([TCPS-2, 2022](#)). Increasingly First Nations, Inuit, and Métis engage in research as members of particular communities, or as academics. The TCPS-2 offers several principles to guide researcher considerations when engaging in knowledge development and distribution concerning Indigenous Peoples such as respect for persons, concern for welfare, and justice. These principles are intended to guide a researcher and not override specific community guidelines that exist or develop as a result of research engagement. Engagement, collaboration, and building of reciprocal relationships that foster trust and understanding are key qualities in developing research relationships that abide by Indigenous knowledge development and dissemination principles (TCPS-2). Module 9 of the TCPS-2 provides several guidelines to facilitate research conversations with Indigenous communities. Student researchers are to review this chapter in order to increase their understanding and ability to apply an ethical framework in an Indigenous context.

See also: [TCPS 2 \(2022\) – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada](#).

Learning Contracts

Learning contracts **may** be used when a practice faculty member has concerns regarding a student's ability to meet the practice course competencies and domains outlined in the course syllabus. If a student is not meeting the expected practice competencies and standards and there are significant safety concerns during the practice rotation, a learning contract will be initiated in conjunction with the practice faculty member, the Coordinator and the student. Strategies will be developed to support the student in meeting the expected domains and competencies for the duration of the practice rotation as outlined in the learning contract. If performance is unsatisfactory (does not meet the required competencies and standards) at the end of the contract period, the student will fail the course, receive a grade of 'Did Not Complete' (DNC), and will be required to withdraw from all courses. For more information see **Appendix C: [Learning Contracts](#)**.

Behaviours that may result in the student's immediate removal from the clinical practice setting and/or classroom (Refer to section on Learning Contracts above) and which also may result in failure of the course, or withdrawal from the MN-NP program include:

1. Any breach of the CNA Code of Ethic, the BCCNM Professional Standards, the BCCNM Practice Standards, and/or
2. Any engagement in behaviour that impairs the performance of professional responsibilities, and/or

3. Acquiring a criminal conviction after being accepted to the program (or a criminal conviction which was acquired prior to admission but became known after being admitted to the program) which prevents a student's ability to obtain registration as a Registered Nurse or Nurse Practitioner.

Course Failures, Program Withdrawals, & Program Re-Entry

Students who fail to meet minimum course requirements for progression will not be permitted to advance in the MN-NP program. Students may repeat a theory course one time with approval by the Dean of Nursing. Students who fail a practice course cannot progress in the program until the course is passed. If the student fails a practice course twice, the student will be asked to leave the MN-NP program. Students who are removed from the program can only re-enter by applying for admission and beginning at the first term of the program. If upon readmission the student fails another practice course, the student will be removed from the program with no ability to re-enter.

A student who is withdrawn from the MN-NP program will receive a letter from the Dean of Nursing that outlines the reason for the withdrawal, the requirements for re-entry, and the process for re-entry. Students who fail a theory course will be permitted to re-enroll in the theory course without being readmitted to the MN-NP program. Re-entry is based on meeting the requirements as outlined in the letter from the Dean and the availability of a seat within the program. If there are more students attempting re-entry than there are seats, students will be ranked based on the reason for re-entry, cumulative GPA, number of courses that need to be repeated, and the student's letter of intent.

At times, a student may need to take a medical withdrawal from the program. In such cases, these students will be required to submit a medical note that states that they are physically/mentally fit to return to the program as part of their re-entry process. The same re-entry policy and processes apply as outlined above.

Student Academic Appeals

TRU recognizes that although most students experience no concerns regarding their education, some occasionally experience problems with interpretations of TRU policies or procedures by TRU staff. While most differences can be resolved by an open and frank discussion with the people concerned, a process is required whereby students may bring forward for formal review, matters that have not been resolved to their satisfaction.

Students are first encouraged to meet with the Coordinator to discuss the appeal process and reasons for appeal. Students have the right to appeal decisions such as assignment marks or final grades. The appeal must be registered within 30 days of the decision being appealed. The request must be made within 30 days of decision to the Manager, Student Affairs, who will convene an appeal hearing within 4 weeks of the appeal submission if the student has met all conditions for the appeal. Because the NP program theory courses build into practice courses, students will not be permitted to continue with practice courses while an appeal is in process. If the student is successful in the appeal, the Coordinator and/or Dean of Nursing, along with the faculty member, will work with the student to accommodate missed practice hours to assist in being successful in the program.

An appeal is an internal hearing for the purpose of reviewing and resolving matters of concern raised by students. Students have the right to appeal decisions on grades or application of policies, procedures and

regulations, and perceived unethical conduct by TRU staff or other students. Students are referred to the TRU [Student Academic Appeals policy](#), the current TRU [Academic Calendar](#), and the [Student Affairs Department](#) for information on the TRU Appeal Procedures.

MN-NP Practice & Conduct Policies

The MN-NP program contains 3 practicum courses in the final year where students are paired with preceptors in practice. These courses are NURS 5450 (225 practice hours), NURS 5460 (225 practice hours), and NURS 6430 (320 practice hours). **Students will be expected to travel** as needed for these courses, as practicums could be arranged anywhere in British Columbia. Students will be responsible for arranging their own travel and accommodation for placements. All practicum placements are arranged via The Health Services Placement Network (HSPnet). Students may not arrange their own practicum placements.

In addition to the policies and guidelines set out by the SON, students are responsible and accountable for abiding by the policies and regulations of any agency visited for the purpose of educational practice. These policies, regulations and procedures are set out in the various agency (hospital, extended care facilities, and community agencies, etc.) policy and procedure manuals. A copy of agency policy and procedure manuals is available on request at the agency and/or from the SON.

Regulation, policies, and guidelines are intended to provide clarity for students in their role as learners in various agencies they are visiting / working during their educational experience. When abided by, they contribute to the safety of students and the people students work with/care for in the process of learning. HSPnet develops [provincial practice education guidelines](#) with input from health authorities, government, and post-secondary institutions. The guidelines are in place to support the safety of students and clients.

Students are required to familiarize themselves with the necessary policies for each agency they are assigned to during their practicum experiences. When policies of an agency and the school are different, the stricter of the two must be followed.

Practicum Entry Requirements

It is the student's responsibility to complete the SON requirements and upload proof/ documentation/ certificates to the appropriate Moodle site. Specific guidelines will be given to students along with annual reminders. Each of the following practice requirements must be completed and submitted before students can enter practicum. If students cannot enter practice, they risk their ability to be successful in the program.

Criminal Record Check

The SON requires a clear criminal record check (CRC) to participate in practice courses. All students must have a clear CRC for admission into the MN-NP program. The CRC consent form will be sent to the student by the Admissions office prior to acceptance into the program. The completed CRC consent form is then emailed to XXXX@tru.ca with two pieces of photo id (preferred id: a copy of a valid driver's license plus one other piece of photo identification) the semester prior to the first clinical course. A \$28.00 CRC charge will be added to a designated SON course by the Finance department. The student does NOT need to submit \$28. A criminal check is completed by the Ministry and a Clearance Letter is sent to the SON to be kept on file. It is valid for 5 years. Students may request the

Clearance letter directly from the Ministry during this 5-year period if transferring schools or for employment purposes etc., or for other personal reasons at no cost to the student.

Students in the MN-NP program will have to undergo a criminal record check before entering the clinical year. Our clinical affiliates require a criminal record check prior to hiring of new graduates or accepting students for clinical placement, and will refuse students who are deemed to present a risk to children or vulnerable adults based on the result of the criminal record check. Not completing a clinical placement in the clinical year would prevent a student from successfully completing the program.

Basic Life Support Certification

A current Basic Life Support (BLS) certification is required for all students upon entrance into the program. Internet and/or online certification are NOT permitted. It is the student's responsibility to maintain re-certification. Current BLS certificate within the past year must be submitted before students can enter practicum. Students are not permitted into clinical practice if BLS has expired.

Workplace Hazardous Material Information System (WHMIS)

All students are required to obtain WHMIS certification prior to entering lab or practicum.

Respiratory Mask Fit Testing

All students are required to have annual N95 respiratory mask fit testing completed prior to entering practicum. This is a provincial mandate with the purpose to ensure all persons providing care to clients with known or suspected airborne pathogens have properly fitting masks and know how to use them correctly. Respiratory mask fit testing must be completed prior to entering practicum. It is the student's responsibility to update respiratory mask fit testing and to submit a copy of the certificate. Students cannot be in practice if their mask fit testing has expired.

Provincial Violence Prevention Curriculum (PVPC)

The Provincial Violence Prevention Curriculum (PVPC) is a provincial mandated course for health care workers. Its goal is to provide effective violence prevention education through knowledge and activities to prevent and protect against workplace violence. It is mandatory for all students. PVPC requires annual renewal. Evidence of current PVPC completion/update within the past year must be submitted prior to entering practicum.

Immunizations

All TRU SON students and faculty members visiting health care service delivery sites are considered health care providers and should be protected against vaccine preventable diseases. They must follow provincial and practice agency immunizations guidelines. Such policies are based on the Communicable Diseases and Immunization Guidelines from the BC Centre for Disease Control and the Canadian Public Health Agency.

- Tuberculosis skin test is mandatory
- COVID-19 vaccination is mandatory (2 doses minimum)
- Influenza vaccination is strongly recommended annually and students will be required to self-report their influenza vaccination status

- Proof of immunity status must be available, and the practice agency may request it from students and faculty at any time in preparation for or during a clinical placement
- If students choose not to follow the required immunizations, then they may not be fit for practice at certain agencies

TRU Health Services will arrange for students and faculty to receive free influenza vaccinations annually and free COVID-19 vaccinations are available through all BC Health Authorities. Students are strongly encouraged to keep a copy of their immunization record with them in practice in the event they are asked for proof. In the event of an influenza outbreak or COVID-19 outbreak, students and faculty members who cannot provide proof of vaccination to the agency may be denied access to the facility.

Students and faculty members who are not immunized are required to abide by the agency policy for non-immunized health care workers. In the event of an influenza/COVID-19 outbreak and/or if a student has a known allergy to eggs, the student may be required to take an antiviral medication. Arrangements for this medication are to be made on an individual basis between the student and their health care provider.

Blood-borne Communicable Diseases

TRU students and faculty who have tested positive for a blood-borne communicable disease (i.e. Hepatitis B, C, D, HIV) are responsible to be aware of protective measures and for taking all measures necessary to protect themselves and others. Students should refer to the BCCNM practice standard [Communicable Diseases: Preventing Nurse-to-client Transmission](#).

Student Identification during Practice Experiences

All students and faculty are required to wear current TRU SON photo identification (ID) while attending any practice experience (e.g. hospitals, health care agencies, homes visits, community agencies, etc.). The photo ID is to be visible on their person (above the waist) at all times unless indicated otherwise by the practice setting.

The TRU SON photo ID cards will serve as security identification during SON authorized practice activities (client research prior to practicums, home visits, agency practice, etc.).

Agency security or relevant employees (e.g., nursing personnel) have the right to refuse TRU students access to the agency or client confidential documents if the student is not wearing the TRU SON Photo ID. TRU SON student identification is not to be worn or seen outside of practice (e.g., social media).

Dress Code and Professional Appearance

Students are expected to maintain an appropriate and professional image and a high standard of personal hygiene and grooming at all times when acting in the capacity of a representative of the TRU SON. Below is the TRU SON dress code and appearance standards students are required to follow while in lab and clinical practice. This standard as well as the agency policy are to be followed at all times that students are presenting to practice areas including researching clients prior to clinical experiences. If students, in the opinion of the faculty member, violate TRU SON standards or agency dress code/appearance policies they will be asked to leave the practice setting. There is flexibility and adaptability to this standard in regard to cultural and/or religious considerations.

Clothing / Uniforms

- TRU SON photo identification is to be clearly visible and is to be worn at all times in practice settings
- When uniforms are not required, such as in community agencies, clothing should be clean, pressed, and professional in presentation
- Casual business attire is acceptable. No jeans, yoga pants, leggings/tights, low cut tops, halter tops, cut offs, or backless dresses

Footwear

- As per [WorkSafe BC Section 8.22 of the OHS Regulation](#): “A worker's footwear must be of a design, construction, and material appropriate to the protection required.”
- Appropriate hosiery (stockings, socks, etc.) and footwear must be worn
- Closed toes and closed heels with non-slip soles, impermeable material that can be disinfected is required. Shoes should be carried to and from the hospital or agency.

Hair

- Cranial hair must be confined (kept off collar and face). Hair in ponytails or secured otherwise must ensure that the hair is off the collar and secured.
- Facial hair should be of a length that can be completely controlled/contained by a mask

Jewelry

- Wrist watches & rings (including wedding bands) are not permitted (implicated in the transfer of microorganisms)
- Dangling or hooped jewelry (neckwear, earrings, bracelets, watches, rings or similar articles) must NOT be worn except for medical alert bracelets
- Facial piercings including ears are to be small studs only, with no bars, rings, plugs, etc.

Tattoos

- Some practice agencies may request that a visible tattoo(s) be covered

Fingernails

- Short, clean nails, no polish
- No acrylic or gel nails (implicated in the transfer of microorganisms)

Scents

- TRU promotes a scent-reduced environment. Perfumes, colognes, after-shave, and other strongly scented personal care products should be limited. Visit: TRU [Risk Management - Scents](#)
- Third hand smoke is smoke that is trapped in hair and on clothes; third hand smoke is recognized as containing the same chemicals as second-hand smoke. It is important for students and faculty to recognize the potential dangers of third hand smoke and to reduce exposure to clients, particularly more vulnerable clients such as babies. This includes good hand washing and changing clothes to reduce exposure (as per The Canadian Lung Association).

Consent for Student Involvement in Care

Clients and/or their substitute decision makers have the right to refuse care provided by a student. Students must always introduce themselves as a student. During the first interaction with a client the student should inform the client of who they are, the level of the program to date, and how they are supervised.

For example, “I’m ____ (student name), an NP student with TRU working with ____ (preceptor name)”.

Note that students are not required to use their last names however may do so at their discretion.

Documentation

- Students are required to document their care according to the practice agency's documentation standards and [BCCNM Practice Standard for Documentation](#).
- Students are to use **only the** abbreviations approved by the agency they are working in
- Student signatures will include given name, surname, student NP, TRU (for example: Robin Smith, student NP, TRU). This signature applies to paper and electronic entries.
- For electronic-based documentation, students must use their own login credentials.

Missed Practice Time

Practicum courses in the MN-NP program include NURS 5450, NURS 5460, and NURS 6430. Attendance in practice courses must be a priority for students. The planned total numbers of hours in the program are viewed as being the minimum number of hours required to become competent for entry-level NP practice. Students should know that some employers may ask for a record of time missed from practice. Students are expected to attend, and be on time for, all scheduled practice, laboratory, and seminar learning experiences.

Hours absent from practice courses (including seminars) will be recorded and documented on the final Performance Summary. See the TRU [Student Attendance policy](#) for additional information.

1. Students scheduled for a practice experience who become ill and are unable to attend are expected to contact the appropriate agency and /or instructor at least one hour prior to the scheduled starting time. Specific instructions will be given by individual faculty members.
2. Missed time may factor into decisions about student progress in the program. All missed time will be critically analyzed on an individual student basis in terms of:
 - a. The amount of time missed from practice, seminars, labs, simulation and classroom
 - b. the reason(s) for missed time
 - c. whether or not there is a pattern of missed time
 - d. the student's level of performance.
3. Missed time in practicum courses is recorded on the student's performance summary.
4. Absenteeism may result in faculty recommending withdrawal from the program. Students may be required to submit a medical note. Recommendations will be based on an evaluation of the student's individual circumstances, practice performance and academic record.

Unusual Occurrences Involving Client Safety

Any student who is responsible for, witnesses, discovers an unusual occurrence involving client safety, including medication errors or unsafe practice on any unit, is required to complete the appropriate reporting process at the agency site, as well as any required TRU forms. To ensure that learning happens, the student along with their faculty are to:

- explore potential causes of error and its relevance to current educational practice
- explore strategies to prevent a reoccurrence of the error, if applicable

In the Event of an Unusual Occurrence / Incident in a Health Agency (Including Medication Errors)

The Student will:

- Ensure client safety (Examples: assess vital signs/neuro signs, physical well-being, etc., assess for medication adverse reactions, assess client for any untoward outcomes as a result of the unusual occurrence) and follow agency policy for reporting and follow up of events;
- Notify the clinician most responsible for the involved client as soon as possible;
- Notify faculty;
- With the assistance of faculty complete the necessary forms:
 - Agency forms
 - TRU SON [Unusual Occurrence Report form](#) (Appendix D);
- Ensure that the appropriate agency personnel are aware of any follow-up.

Faculty will:

- Assist the student to ensure client safety and to follow agency policy for reporting and follow up of events;
- Support the student to notify the most responsible clinician;
- Direct students to TRU counselling services if appropriate;
- Assist the student in filling out forms;
- Sign / witness the agency & SON forms indicating awareness of unusual occurrence;
- Report any serious incidences / multiple medication errors to the Coordinator.

Students who have safety concerns while in the community are encouraged to leave the situation immediately, and to follow up with their preceptor and faculty.

Professional Conduct Policies

School of Nursing Professional Expectations

Professionalism – SON students must meet all applicable ethical standards, professional standards, and SON policies. Professionalism includes respectful communication, including on social media toward and/or about peers, faculty members, clinical sites, clients, or TRU. Making disrespectful or disparaging comments, or comments which may be interpreted as disrespectful or disparaging, about clinical sites, co-workers, faculty members, and/or students on social media sites, violate the above standards and policies. Any comments that are interpreted as bullying, threatening, harassing, obscene, sexually explicit, which target individuals based on human rights protected grounds, or otherwise would be considered unprofessional.

Association with TRU SON – If you are identifying yourself as a student, consider how you wish to present yourself. Do not claim nor imply you are speaking on TRU SON's or your classmates' behalf unless you are authorized to do and have this in writing, and in advance. When you post or otherwise participate on a TRU SON Class social media site, you are identifying yourself as a TRU SON student.

Confidentiality – Posting any confidential content about clients, including client health information or images on social media, is strictly forbidden even if client identifiers are removed. This prohibition also applies to posting information that may appear to have been based on confidential content. The use of images that refer to clients or images of agencies requires prior written permission and written consent from the client and/or agency.

Referencing, Copyright, and Branding – When posting, be aware of the requirements of copyrights and referencing. Use of the TRU and SON logos and graphics for SON sanctioned events must be approved by administration. Refer to: tru.ca/marcom

In Practice – It is expected that during practice rotations use of devices will be only used as authorized by the SON faculty member while following facility guidelines. It is prohibited to take photographs of charts or any other patient information, even if there are no patient identifiers in the photo. At no time shall patients/clients be videotaped or photographed without prior written permission of the patient/client, and the facility.

In Class – Use of technology during class is restricted to notetaking and classroom activities. Do not videotape/audiotape or photograph faculty members or fellow students for any use without prior permission. This includes taking pictures of material created in class by others. Students must obtain prior consent from the creator of a PowerPoint presentation prior to taking a photograph of in-class materials. Should a student require the use of such technology for accommodation purposes, they should make arrangements through [Accessibility Services](#).

Consequences – Violation of any of the above Professional Conduct Policies may result in the recommendation of suspension or dismissal from the program to the University President. Violation of the policy during a practicum will result in removal of the student from the practice area. If an incident occurs, you must bring it to the attention of the SON immediately. It is your responsibility to know and follow this and all policies of the SON and practice agency policies as well as your duty to report any violation to the SON should you or another student violate this, or any other policy.

Ethical and Professional Behaviour

TRU SON is committed to the protection of the public through our role in both preparing and then graduating students that meet the expected standard of behaviour of safe, ethical and competent nursing professionals.

As a professional practice profession, a MN-NP degree is one important component of eligibility for registration with the British Columbia College of Nurses & Midwives (BCCNM). Additionally, students in the program are subject to the ethical, legal, and professional conduct provisions as set out by:

- Canadian Nurses Association (CNA) [Code of Ethics for Registered Nurses](#)
- BCCNM [Professional Standards](#) for Registered Nurses and Nurse Practitioners;
- BCCNM [Practice Standards for Registered Nurses](#);
- BCCNM [Practice Standards for Nurse Practitioners](#);
- BCCNM [Scope of Practice for Registered Nurses](#): Standards, Limits, and Conditions;
- BCCNM [Scope of Practice for Nurse Practitioners](#): Standards, Limits, and Conditions;
- Canadian Nursing Student Association (CNSA) [Code of Professional Conduct](#), and
- All relevant TRU [policies](#).

The MN-NP program has a duty to ensure students adhere to and meet the ethical and behavioural standards of the Profession as set out in the CNA Code of Ethics in the classroom and the clinical practice settings. “Violations of TRU Policy will be reviewed and may result in sanctions up to and including suspension by the President” (TRU [Suspension of Students policy](#)).

A faculty member and/or clinical staff and/or preceptors who are of the opinion that students are under the influence of alcohol or drugs will advise the faculty member working with the student. The students will be requested to leave the practice setting immediately and will be referred to the Coordinator.

Agency property must not be removed from the premises without the permission of the person in charge of the area and must be used in accordance with agency policies and procedures.

Professional Conduct (Classroom and Practice Setting)

Students are expected to recognize their own limitations and to take responsibility for ensuring their continued competency and learning as it relates to practice competency, ethics and safety of practice. Students are expected to always demonstrate professional conduct in any instructional settings. Instructional settings include classroom, laboratory, community settings and clinical areas. Professional conduct is defined in the [BCCNM professional standards](#) as, “behaving in a way that upholds the profession.” This includes, but is not limited to, practising in accordance with relevant legislation to BCCNM Standards of Practice and CNA Code of Ethics.

The SON provides some general guidelines. Disruptive behaviour, defined as student behaviour that interferes with instruction and learning, will not be tolerated. Examples of disruptive behaviours include, though are not limited to, the following:

1. Failure to respect the rights of other students, faculty, and guest speakers to express their viewpoints by behaviours, such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and any behaviours that demean or threaten the safety and well-being of others;
2. Excessive talking to other students or lack of attention while the faculty member or other students are presenting information or expressing their viewpoints, and
3. The misuse of electronic devices (i.e., not for classroom purposes).

It is the student’s responsibility to meet all professional and educational expectations. Students who behave in a manner that disrupts educational activities and/or fails to abide by Professional Conduct noted above may be:

- Directed to leave the classroom or instructional setting immediately;
- Directed to meet with the Coordinator;
- Referred to the Professional Suitability Policy for the process for a review; and/or
- Referred to TRU Student Affairs and the Behavior Intervention Team and contribute to a behavioral/learning contract outlining their responsibility for behavioral change.

The aforementioned will align with the CNA Code of Ethics, BCCNM Professional Standards, BCCNM Practice Standards, BCCNM Scope of Practice, and the CNSA Code of Professional Conduct.

Responsible Use of Technology and Social Media Policy

This section of the handbook serves as the TRU SON policy for the Responsible Use of Technology and Social Media for all programs within the SON at TRU. Refer to the following TRU Policies:

- [Respectful Workplace and Harassment Prevention policy](#)
- [Responsible Use of Information Technology](#)
- [Sexualized Violence policy](#)

The following policy guidelines apply to all students creating or contributing to any kind of social media affiliated with the SON, or their role as a TRU SON student.

The Canadian Nurses Association (CNA) defines the term **social media** in the [Code of Ethics](#) as:
“a group of Internet-based applications and technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Social media includes social networking, online forums, chat rooms, texting/instant messaging, blogs,

wikis, file sharing (video and audio) and virtual worlds”.

The TRU SON policy on Responsible Use of Technology and Social Media encompasses all forms of current and emerging social media platforms, as well as other technology-based conversations.

All SON students are preparing for a profession/health care role, which provides services to a public that expects and requires high standards of behavior. Social media often spans traditional boundaries between professional and personal relationships, and thus it takes additional vigilance to make sure one is protecting personal, professional, and university reputations.

Social media behaviors of students in the SON must be consistent at all times with the following BCCNM and CNA documents:

- [BCCNM Social Media Considerations](#)
- [International Nurse Regulator Collaborative](#) Social Media Use
- [CNA Code of Ethics](#)

These documents apply to all students in the SON. All SON students must present themselves in a professional and respectful manner online to be in line with the BCCNM expectations of professional practice. Be aware that there are no private sites; comments can be forwarded, copied, and printed, and systems can save information even if you delete a post.

Clarifying and Resolving Concerns

Student Concerns Involving Faculty and Courses

Students are expected to follow the process below should they have concerns with individual faculty members and/or a course. Examples of concerns may be about the content of the course, teaching methods, assignments, issues of fairness, or marking processes. The following steps are intended to assist and support students in managing or resolving these perceived issues.

Step 1: the student should express concern directly to the faculty member by face-to-face discussions, letter, or email.

Step 2: if the student perceives that the issue is unresolved or if the student feels unable to approach the faculty then the student should consult the Coordinator for assistance. The Coordinator:

- will examine the claim and evidence and explore the issue to determine if further action is warranted.
- may explore options with the student(s) about how to proceed and / or advise student(s) of other resources.

At any point in the process: during or following discussions with the faculty member or Coordinator, the student may wish to:

- Seek further consultation with the Coordinator
- Consult with the Dean
- Consult with Director of Student Affairs
- Consult with TRU Student Union (Members Advocate)

Feedback Processes

The SON has several processes designed to capture, evaluate and act on student, faculty, and other stakeholder feedback about the program.

These processes include, but are not limited to:

- Course evaluations by students
- Faculty evaluation of courses
- Program Completion Questionnaires from graduates
- Graduate Follow-up Questionnaires
- Practice Site Questionnaires
- Term surveys from the Program Evaluation Committee (faculty and students)

Student opportunities to provide feedback

Faculty in the SON value student feedback. We use it to inform our own professional development and curriculum change. Faculty anticipate thoughtful comments that provide constructive ideas. The following information is intended to provide some clarity about evaluation.

- TRU has implemented processes to evaluate every course, every time it is offered. Student course evaluations are an opportunity for the student to give the faculty member feedback on their experience of learning in the course. Each faculty member receives feedback for each component of the course. This means for some courses you will have more than one evaluation to complete if the course is shared between instructors, or if the course has more than one component. For example, some of your practice courses have a practice, lab theory and lab practice components. Students receive a link to the course evaluation in their [myTRU](#) account. During the course evaluation period, usually in the last 2-3 weeks of the course, the faculty member will provide students with the password to access the evaluation.
- Once the first student opens the evaluation form, the evaluation remains open for 48 hours only. Student feedback is reviewed by the faculty member and the Coordinator after all course grades have been submitted. For more information about the course evaluation process visit the [Centre for Excellence in Learning Teaching](#) (CELT).
- Students should know that the feedback received through the program evaluation committee (PEC) surveys is shared widely with all faculty in the graduate program. After all course grades have been submitted, the PEC term survey data is themed and reported to the curriculum committee and larger faculty group. Careful consideration of the data has resulted in significant changes in the TRU SON curriculum including repositioning of courses (research, pharmacology); how theory and practice are connecting, how well courses are linking together and if and how content is understood and leveled.

Confidentiality of Client Information

Confidentiality is an integral part of the professional CNA Code of Ethics and the BCCNM Standards of Practice. The principle of confidentiality flows from a belief in the worth of an individual and the right to privacy.

Students and faculty members must take all reasonable steps to protect all confidential information from inadvertent disclosure to others not authorized to this information. This includes not discussing clients and clinical events in any public areas (e.g., cafeterias, elevators, public transportation, social gatherings, all forms of social media, etc.) and using utmost discretion when discussing events within a clinical group

for learning purposes. Details of a client's history may be shared discretely when required by the health care team or for educational purposes on a need-to-know basis only.

Students must use utmost care when collecting and submitting client information for purposes of learning. Students must remove as many personal identifiers as possible to protect client confidentiality. Students cannot take photos of charts or client information, nor can they photocopy any part of the patient chart. Saving assignments that contain client information to the hard drive on any public or university computer is a breach of confidentiality.

User IDs and passwords to practice agency databases must not be shared.

Students that make home visits and have health records or other confidential documents in their possession must return these documents immediately to the practice agency. Students must comply with agency policies at all times.

All SON students must represent TRU, the SON, and the nursing profession in a professional and respectful manner. Students must use the utmost care in maintaining the confidentiality of current and past clients outside of clinical experiences. Students practice professional boundaries by not initiating contact with current or past clients in a public setting outside of the requirements for clinical experiences.

Confidentiality and/or privacy breaches are taken very seriously and can result in significant consequences including: the withdrawal of all student privileges; the termination of a clinical placement; other consequences as determined by the agency, the University, and the SON. Breaches of privacy and confidentiality can also result in legal action.

For more information, refer to the Practice Education Guidelines for BC, [Confidentiality of Receiving Agency and Patient Information](#).

Confidentiality of Student Information

In a program of study such as nursing, student performance in academic and/or practice courses may be discussed among particular faculty members under certain conditions. These conditions include situations when:

- Student performance is a concern in relation to maintaining the standards of the MN-NP program and the nursing profession (e.g. a safety to practice issue)
- Faculty members are needing advice about how to best support student learning. Faculty often discuss strategy to both help with monitoring student performance and to promote success in the program.

Discussions of confidential information will relate to the specific context of student performance and learning needs in the program. Nursing faculty are bound by the same CNA and BCCNM ethical and practice standards to which students must adhere.

Requesting & Utilizing Information from Community Agencies

Many student papers and projects can benefit from the information and expertise available at community agencies. Most people are willing to provide students with information; however, these

agencies have busy schedules and need to carry on with their business while at the same time assisting students. If you are going to approach a community agency for information or resources for a project or research the following guidelines are provided to facilitate the process for both students and agencies.

1. FIRST research the topic at the TRU and/or public library - ask the librarians for help. Be specific and know the library basics about your topic – outside agencies do not appreciate students who are vague and unprepared.
2. Phone to set up an appointment, do not just drop in. Before phoning to enquire, prepare the following information:
 - Who you are and your program of study
 - What specific information you are looking for and what it will be used for
 - Flexible dates and times you are available for a meeting
 - A phone number for the contact person to get back to you
3. Phone the agency and ask who might be able to assist you in finding the desired information, and request a meeting. If the person is too busy to meet with you, ask if there is someone else or somewhere else to obtain the information.
4. If time permits, an initial letter, or email, including all of the above information is also an appreciated method of professional contact, and may avoid the common problem of telephone tag.
5. **Never miss a scheduled meeting.** Phone and cancel or rebook if possible.
6. Develop a list of questions for the meeting and do not overextend your welcome by taking more time than originally determined.
7. Promptly return any materials that you borrowed.
8. Ways to thank others for contributing to your education:
 - Offer to provide a copy of your assignment
 - Send a thank you card or a small memento with a TRU logo
 - Invite the agency contact person to your class or presentation (if applicable)

Library/Resources of Practice Agencies

Students must have the expressed permission of the agency in order to borrow resources and/or use photocopiers.

Conference Attendance

To have conference hours counted as practice hours in a practicum course, a written request to attend conferences must be submitted to a faculty member and Coordinator **prior** to committing to attending the conference (booking travel, paying for conference fees, etc.). The request needs to include learning objectives – how does this conference connect to learning in the student's current practice area and the relevance of the conference, workshop, etc., to student practice. The discussion with the faculty member regarding how to "count" time for practice hours needs to be included. Decisions about permission and practice hours will be made as a team, with faculty members and the Coordinator. Time may not be granted for all requests.

Faculty will base the decision on consideration of the following:

- The student's current academic and practice performance
- The potential for missed practice time to threaten the student's ability to successfully complete the term
- The willingness of the student to share or present their learning from the conference with peers
- The relationship between the conference and the student's professional activities

- The number of previous requests and attendance at conferences or similar activities during the program
- The current term of the program or practice area the student is in

Transportation

Travel is a necessary component of the program for practicum placements.

- Students must take individual responsibility for decisions regarding travel safety and conditions
- Students are expected to provide their own transportation to the agencies and settings involved in practicums
- Students may travel with preceptors unless prohibited by agency policy
- Students are not permitted to drive agency vehicles
- Students are not permitted to transport clients in their own vehicles

Gift Giving / Receiving

The [BCCNM practice standard Boundaries in the Nurse-Client Relationship](#) and the [TRU Conflict of Interest Policy](#) provide the SON with principles that may be applied to the relationships that exist between faculty member and students. The faculty member-student relationship is “based on trust, respect... and it requires the appropriate use of power” (BCCNM Practice Standard Nurse-Client Relationships, 2021). If gifts are exchanged, there is a risk for professional boundary issues and the inappropriate use of power to arise. Therefore, faculty members and students should not give or accept gifts in the student/faculty member relationship. Please consider showing your appreciation in other ways such as a thank you card, verbal thanks or even a nomination or letter of support for an award.

Liability

TRU carries liability insurance which covers students engaged in required practice under the supervision of a faculty member. This coverage does not include vehicles. If students use a vehicle during practicum, any accidents must be handled under the student's insurance policy.

Students are not permitted to transport clients in their own vehicles. If a student were to be involved in an accident-causing injury to a passenger who was a client, the driver might be held liable, notwithstanding any insurance coverage which TRU might have.

TRU Student Accident Insurance covers accidental death and dismemberment (AD&D) and some other expenses for the student only; it does not replace medical insurance or vehicle insurance. Coverage is in effect while the student is on TRU property or participating in a TRU approved activity such as a practicum, or while travelling from TRU or a practicum office to another TRU/practicum site. Daily commuting between the student's home and TRU campus or practicum site is **NOT** covered.

Student Health, Wellness, and Safety

Fire Emergency

In the event of an emergency evacuation/fire alarm on the TRU campus, DO NOT PANIC. Evacuate the building, following the instructions given by the designated fire warden and/or alternate. More information is available at [TRU Fire Emergency Procedures](#)

TRU Health & Wellness

For information about TRU health & wellness, visit: tru.ca/current/wellness. Services include:

- Medical Clinic
- Wellness Centre – including resources for on and off campus
 - Includes resources for physical and mental health and fitness
- Multi-Faith Chaplaincy
- Counselling Services
- Health and Dental Plan
- Sexualized Violence Prevention and Response

Diversity & Equity

For information on diversity and equity at TRU, visit: tru.ca/current/diversity-equity for:

- 2SLGBTQIA+ resources, connections, and education
- Intercultural learning
- Inclusive and Accessible Spaces

Respectful Workplace

At TRU, all employees and students have a right to work and study in an environment that asserts and supports their fundamental rights, personal worth, and human dignity. Under the B.C. Human Rights Act, every person has the right to freedom from harassment, and TRU acknowledges its responsibility in protecting this freedom. TRU will not tolerate harassment in any form and considers it to be a serious offence subject to a range of disciplinary measures.

If students, faculty, or staff believe they are being harassed, contact the TRU Human Rights Officer at humanrightsofficer@tru.ca. More information is available at TRU [Respectful Workplace and Harassment Prevention policy](#)

Health and Dental Plans

For domestic students enrolled in 9 or more credits of on-campus study, the health and dental plan is automatically included in your annual student fees and is managed through the TRU Students' Union (TRUSU). [TRUSU](#) runs an extended health and dental plan for members for one reason- to make health coverage affordable. Because students have fixed incomes, and face the astronomical costs of post-secondary education, unexpected medical bills can be devastating. Extended Health and Dental coverage

provides peace of mind, helps you to maintain a high quality of health, and ensures that medical emergencies do not endanger your studies.

Opt-In: If you have previously opted-out of the health and dental plan, you are not considered a full-time student, or are an online student and would like to get on to the health and dental plan, you must opt-in. In order to opt-in to the TRUSU Health and Dental program you must come to the Members' Services Desk in the Students' Union Building. You will need to complete a Health and Dental Opt-In Form and pay the health and dental fee. The plan fee is for the year and can be paid by debit, credit, or cash. Keep in mind that if you opt-in to the TRUSU Health and Dental Plan you are not automatically enrolled every year and you will need to opt-in manually again in the following year to maintain your coverage. If you have a partner or a family member without health and dental coverage, you can add them to the TRUSU Health and Dental Plan. You will need to add your family members to the plan for each year that you would like to have health and dental coverage. Health and Dental Opt-In Form: trusu.ca/services/health-dental/opting-in/

Opt-Out: If you already have extended health and dental coverage through another provider, you are able to apply to be opted out of the TRUSU Health and Dental Plan. You must show proof of your coverage by completing an opt-out form online that includes your health and dental provider as well as your policy number. All health and dental opt-outs must be completed in the registration section on your [myTRU](#) account. The opt-out deadline for academic students is within 30 days of the start of classes. The opt-out deadline for vocational students is within 30 days of their course start date. For information and procedures for Health and Dental Opt-Out, visit: trusu.ca/services/health-dental/opting-out/

Student Injury or Incident

A **work-related injury/incident/disease** is one that arises out of and in the course of employment (students in practice courses) or is due to the nature of employment. For a disease, this means that the disease contracted must be caused by the work or the work environment to be covered by *WorkSafeBC*. This includes blood borne pathogen or body fluid exposure. Refer to TRU's [Health and Safety](#) policy and services.

Worker's Compensation

Students enrolled in practicum courses are covered by WorkSafeBC in British Columbia under the *Worker's Compensation Act*. Students in practice at agencies located outside of BC are NOT covered by WorkSafeBC. However, each province has the *Worker's Compensation Act* that covers accidents to workers. TRU has a Student Accident Insurance Plan, plus you should make arrangements for additional insurance independently when you have a practicum outside of BC.

Reporting an Injury, Incident, or Exposure

Any injury, incident, blood borne pathogen, or communicable disease exposure **that results in a worker (student or faculty) receiving medical attention or time-loss from work must also be reported to WorkSafeBC.**

If a worker (student) is injured on the job (in practice), the worker (student), employer (TRU), and the worker's treating physician / NP **MUST** report the injury or incident to *WorkSafeBC* and TRU Occupational Health & Safety (OHS) **within 2 business days.**

1. Students who experience an injury, incident, blood borne, or communicable disease exposure

- need to report the incident to the faculty member immediately
- 2. Seek immediate treatment if necessary. The student can go to the Emergency Department or a physician / nurse practitioner's office/clinic. Inform the care provider that this is a work-related injury, incident, or exposure.
 - *** A needle stick or blood splash incident must be reported to the Emergency Department ASAP. If there is a high risk of being infected with a blood borne pathogen, treatment must be started within 2 HOURS of exposure***
- 3. The faculty will inform the Coordinator of the incident as soon as possible.
- 4. Forms need to be completed and submitted to specific personnel in a timely fashion. Copies of all applicable forms need to be included in the student's file and forwarded to the Coordinator.

If a student injures themselves and / or is exposed (i.e. BBFE, TB etc.) during an approved practicum placement, after the initial treatment, the following steps are also required.

The faculty / supervisor will:

1. Complete [WorkSafe BC Form 7- Apprenticeship/ Practicum Report of Injury or Occupational Disease](#) with the student
2. Complete the TRU [Incident Report form](#) with the student
3. Complete the SON [Unusual Occurrence Report form \(Appendix D\)](#) with the student
4. Scan & send copies of WorkSafe BC Form 7 & TRU incident form to:
 - OSEM@tru.ca Office of Safety and Emergency Management **Within 2 days**. They will report any student injury / incidents to the Ministry of Advanced Education who will send to *WorkSafe BC*. This will allow any follow up costs to be covered for the student in the event further treatment needs to happen
 - Scan & send copies of all 3 forms to the Coordinator
 - Personally discuss the incident with the Coordinator
 - Ensure a copy of the unusual occurrence form is included in the student's file.
5. Provide the student with a copy / link of any documents sent on their behalf

The injured / exposed person will

- Complete and submit [Worksafe BC Form 6 Application for Compensation and Report of Injury or Occupational Disease](#) online – OR call WSBC at 1-888-967-5377.
- Inform all care providers when the encounter is regarding the the work-related injury/ incident/exposure
- EMPLOYEES / faculty are to have their supervisor complete Form 7 and incident report and submit to OSEM for review and submission to WorkSafe BC.

Blood Body Fluid Exposures (BBFE)

Definition: An employee or student/faculty with:

- A parenteral exposure (e.g., needle stick or cut) or mucous membrane exposure (e.g., splash to eye or mouth) to blood or other body fluids.
- A cutaneous exposure to blood or body fluids when the exposed skin is broken, cracked, abraded or afflicted with weeping or open dermatitis.

In the event of a BBFE students/faculty working in Interior Health facilities are to follow the following steps immediately. Students working outside of IH must consult the agency policy and procedure for exposure to blood borne pathogens. The following guidelines reflect the Center for Disease Control and IH Workplace Health and Safety Policy and guidelines.

1. Seek assistance from fellow staff member if necessary.

2. Apply immediate first aid:
 - a. Reduce contamination by washing the wound with soap and water or flushing blood from eyes, mouth, or nose with large amounts of clear water.
 - b. If blood gets on the skin but there is no cut / puncture / abrasion, just wash thoroughly with soap and water. This is not considered an exposure and no report or follow-up is necessary.
3. Immediately report the incident to your faculty (or unit manager/preceptor if appropriate)
4. Report to Emergency. *You will need the client's full name, patient's PHN and birth date.* In the ER, the student may have bloodwork drawn and / or be counselled regarding post exposure prophylaxis / anti-retroviral therapy. **Note: To be most effective this therapy must be started within 2 hours of exposure.**
5. The nurse in charge / case manager will:
 - Complete a source risk assessment (In IH, the form is available on InsideNet)
 - Obtain source consent for blood work (if source is known and / or available)
 - Document the source's consent for bloodwork / completion of bloodwork
 - Forward the risk assessment to the Emergency department where the student is reporting.

Source: [Practice Education Guidelines for BC: Injury and Exposure to Blood Body Fluids](#)

"PENDING SENATE APPROVAL"

Organizations & Committees

NNPBC NP Students

Student Nurse Practitioner membership in Nurses & Nurse Practitioners of British Columbia:
www.nnpbc.com/np-portal/np-students

School of Nursing Committees

Student participation is welcomed and encouraged on SON Committees. Students will be notified of vacancies on SON Committees in September and as positions become available. Examples of various committees are listed below.

MN Committee

This is the first-place program/curriculum issues may be considered. It is advisable that students write letters to the committee or request time with the committee to make presentations on issues relevant to curriculum.

Program Evaluation Committee

The mandate of this committee is to collect information about the NP program at various points in the program from a variety of sources. This includes students, employers, preceptors, clients, and graduates. This data is analyzed and used to inform changes to the curriculum, and to guide achieving the standards for program recognition required by BCCNM.

Nursing Council Committee

Faculty Council is the governance body for the TRU School of Nursing. The purpose of Faculty Council is to provide a forum for school wide dissemination of information, discussion, and academic decision-making related to the governance and management of the SON and its activities. The Council is governed by TRU policies. Student representatives, two per academic year, are voting members of the Council. Student representatives are selected through TRUSU each year. TRUSU will send out information about the opportunity and contact details for questions.

School of Nursing Advisory Committee

This committee is made up of stakeholders (employers, nurses, and students) and serves to provide the SON with information about societal and health trends that shape the offering of the TRU nursing programs. There is one student representative that is appointed by the President.

Thompson Rivers University Student Union

trusu.ca

Financial Aid Resources

Fee Deferral Information

The Financial Aid & Awards Office is responsible for the approval of fee deferrals. Students who: 1) cannot pay the balance of their fees by the deadline dates, 2) have been approved for full-time student loans through Student Aid BC prior to the start of classes, and 3) have a loan amount greater than their total fees owing, will have their fees deferred automatically. Students who can provide proof of funding from a province other than BC may also be granted a fee deferral. Where fees are deferred for students in a term program, the schedule of payment is the last day of add/drop. Students who will be applying for Student Loans are strongly encouraged to apply two months in advance of their fee payment/fee deferral deadline. Visit: tru.ca/current/enrolment-services/tuition/deferrals

Reinstatement

Students will be removed from courses if payment is not received in full by the fee payment deadline. Reinstatement into courses can occur only between the reinstatement dates upon payment of all outstanding fees and a reinstatement fee. The student must then advise the Registrar's Office of the payment and courses will be reinstated.

Graduate Employment Positions

Graduate Teaching Assistant (TA) Positions

Graduate Teaching Assistant positions are available on campus. Students who are interested in becoming a TA are required to apply for these positions. Departments and Schools advertise Graduate Teaching Assistant opportunities, as do the TRU Career Education Department. More information about teaching assistant positions and other student employment at TRU can be found online.

- tru.ca/celt/instructional-support/teaching-assistants
- tru.ca/cel/faculty-and-staff/hire-a-student

Graduate Research Assistants (RA) Positions

Graduate Research Assistant positions are available and hired as employees through TRU. More information can be found online under Research Services.

- tru.ca/research/research-services/research-services-faculty/student-research-assistants

Graduate Scholarships, Grants and Bursaries

TRU Financial Aid is a great resource on many sources of funding through scholarships.

- Student Awards & Financial Aid: tru.ca/awards
- Graduate Awards: tru.ca/awards/awards/graduate

TRU Graduate Student Research Mentor Fellowship These awards will go to TRU graduate students who are engaged in research and who wish to serve as mentors for undergraduate research, scholarship, and creative enquiry for the academic year. Mentors will volunteer with the Research Office on a variety of projects related to the enhancement of student research and will have the opportunity to work as a

team, mentoring students from a variety of majors and backgrounds, pooling resources and collaborating with faculty. Each graduate program has been allotted a minimum of three Mentor awards, valued at \$7,000 each (two installments of \$3,500). The graduate mentors will be encouraged to volunteer around 5 hours per week, or 50 hours per term. For the MN-NP program, students need to have completed 2 core courses to be eligible.

Ken Lepin Graduate Student Award 8 awards valued at \$6,600 each. The Ken Lepin Graduate Student Awards will be given based on outstanding academic achievement in prior course work and research. The selection will also take into account leadership activities and active involvement in the university community. Preference in descending order to students who are from the Kamloops region, are from British Columbia, and who attended TRU for their undergraduate degree. At least one award will be given to a student in the graduate program. To be eligible, a student must:

- be a Canadian citizen or permanent resident
- be entering first or second year of a full-time campus-based graduate studies program

Deadline: August 15 of each year.

Government Resources for Financial Aid

- [Canada Graduate Scholarships – Master’s program](#)
 - [Canada Graduate Scholarships – Master’s program resources](#)
- [Government of Canada – Student aid](#)
- [Indigenous Services Canada – Post-secondary education](#)
- [StudentAidBC – Grants, scholarships, and other financial supports](#)

Appendix A – MN-NP Student Progress Report

Student Full Name: _____

TRU Student ID #: _____

TRU email: _____

Phone contact: _____

Program Entry Date: (DD/MM/YY) _____

Expected Program Completion Date: (DD/MM/YY) _____

Course		Term Completed (eg. Fall 2023)	Final Grade
NURS 5100	Knowledge for Advanced Nursing (3 credits)		
HLTH 5200	The Canadian Healthcare System (3 credits)		
HLTH 5300	Leadership and Managing Change in Healthcare (3 credits)		
HLTH 6000	Research in Healthcare (3 credits)		
HLTH 6300	Indigenous Health Leadership (3 credits)		
NURS 5310	Issues in Professional Practice for Nurse Practitioners (3 credits)		
NURS 5320	Advanced Pathophysiology (3 credits)		
NURS 5330	Advanced Pharmacotherapeutics (3 credits)		
NURS 5350	Clinical Reasoning in Advanced Health Assessment (3 credits)		
NURS 5450	Nurse Practitioner Primary Healthcare I [Practicum: 225 hours] (5 credits)		
NURS 5460	Nurse Practitioner Primary Healthcare II [Practicum: 225 hours] (5 credits)		
NURS 6410	Directed Health Study I (3 credits)		
NURS 6420	Directed Health Study II (3 credits)		
NURS 6430	Consolidated Nurse Practitioner Internship [Practicum: 320 hours] (6 credits)		

Total credits achieved: (49 required) _____

Date applied for graduation: (DD/MM/YY) _____

Appendix B – TRU SON Guidelines for APA Style Student Scholarly Papers

TRU School of Nursing requires the use of the American Psychological Association (APA) style for written assignments. Students are to refer to the [Publication Manual of the American Psychological Association](#) (APA) for information regarding how to organize a scholarly paper, express ideas, reduce bias in writing, use correct grammar and punctuation, how to cite references within the text of a paper, and how to create a reference list.

The information here identifies TRU SON acceptable modifications to **7th edition** of the APA Manual and a few pointers to get students started. Students should refer to each course assignment for specific APA requirements. Students should know that APA information is available through a text book and many free on line abbreviated resources including some from the [TRU library](#), including [APA 7th in a Nutshell](#). Below are some general instructions to get you started.

1. [General Instructions](#)

- Papers must be typed with a consistent font throughout the paper. Font can include any of the following: 11 pt. Calibri, 11 pt. Arial, 10 pt. Lucinda Sans Unicode, 11 pt. Georgia, 12 pt. Times New Roman, or 10 pt. Computer Modern.
- 2.5 cm (1 inch) margins on all sides.
- Double-space throughout the paper including the title page and reference list.
- Align your content to the left margin, leaving the right margin uneven, do not use full justification, like a newspaper column, for your assignments.
- The title page should contain seven pieces of information: title of the paper (bolded), author(s) full name(s) and / or student identification number, institutional affiliation, course name and number, instructor's name, assignment due date.
- Page numbering begins on the title page in the upper right-hand corner.
- APA Style and grammar guidelines can help you figure out how to use commas, hyphenation, spacing after a period.
- See [sample student paper](#)

2. Headings, Abstracts and Table of Contents

- If [headings](#) are required in your paper, remember they serve as an outline for the reader. The length and complexity of your paper will determine the number of headings used.
- All topics of equal importance have the same level heading throughout the paper.
- The introduction section of the paper does not require a heading as the title of the paper is assumed to be the introductory heading.
- Abstracts are not required unless they are specifically asked for in the assignment criteria.
- Table of Contents are not required unless specifically asked for in the assignment criteria. The APA Manual does not include formatting for Table of Contents. Refer to the example in this Appendix for formatting.

3. [In-text Citations](#)

- An easy way to decide if you need to provide a citation is: If it's not your idea, it needs referencing.
- When directly quoting another source, use double quotation marks around the text, and include the author, year, and page or paragraph number in parenthesis at the end.
- If the quote is 40 words or more, block the quote and omit the quotation marks.
- If paraphrasing an individual's work, quotation marks are not required, however the author and year are necessary.

- When there are 2 authors, use "and" in text and "&" inside parentheses. For example: Kerry and Jones (2007) noted... but ... The results indicated a significant relationship (Kerry & Jones, 2007).
- If there are 3 or more authors, cite only the first author followed by "et al." and a year.
- When a publication date is not available, write n. d. in parenthesis after the author(s).

4. [Reference List](#)

- Start the reference list on a new page, after the body of the assignment.
- Type the word References at the top of the page, **bold it**, and center it.
- Order references alphabetically by author's surname
- The first line of the reference source is aligned with the left margin. The second and subsequent lines of the reference source are indented 2.5 cm.
- All sources cited within the paper must be included in the reference list.
- If you are using multiple works from the same author, the date of publication determines the order in the reference list. The earliest publication is listed first.
- electronic sources each require specific referencing and is different from print sources.

5. Appendices:

- If using an appendix, it must be correctly cited and discussed in the body of the paper.
- Page numbering continues throughout the appendices.
- See Sample Table of Contents re format for listing Appendices in the Table of Contents page.

Reference

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Sample Table of Contents

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Research Findings	4
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Please note **not** all papers will require a Table of Contents. Please refer to your faculty member's instructions for the assignment. If a table of contents is required, note the indentation of items, they follow along with the different levels of headings you've chosen for your paper.

Appendix C – TRU SON Learning Contracts

Guidelines for Implementation

Written evaluations, in the form of practice appraisals, are the primary method of recording a student's progression towards professional practice. However, from time to time, learning contracts are considered necessary by a faculty member to clearly communicate competencies of concern and clearly identify strategies to achieve quality indicators indicative of practice expectations for the course. The learning contract is one method designed to focus student and faculty member attention on practice competencies of concern and specific strategies to promote student achievement of the competencies.

Process Guidelines

1. At the discretion of the faculty member, upon assessing student progress in practice, a learning contract **may** be initiated. The following are examples of reasons faculty may initiate a learning contract:
 - a. a high-risk or several low-risk incident(s) indicative of student performance that places clients at actual or potential risk;
 - b. a recurring pattern of unacceptable practice identified in previous practice appraisals;
 - c. below minimum student practice performance, or inconsistent performance, in one or several domains;
 - d. unprofessional behavior or actions that create either an unsafe or unsupportive learning environment.
2. Learning contracts may be initiated by the faculty member during a practice rotation or at the end of a practice rotation.
3. The faculty member will consult with the Coordinator prior to initiating a learning contract.
4. In writing the contract, the faculty member will identify the practice domains, competency(ies) and associated quality indicator(s) of concern from the course Practice Appraisal Forms (PAF's). It is advisable to list the [BCCNM Practice Standards for Registered Nurses](#) or [CNA Code of Ethics](#) involved as appropriate.
5. Students have the right to invite a support person to be present during any formal practice appraisal sessions (end of practice appraisal interview, meetings to discuss learning contract) between students and the faculty member. Students are required to inform the faculty in advance of the meeting when the support person will be present.
6. Faculty members should make every effort to inform a student of the decision to initiate a learning contract prior to meeting to discuss learning contract competencies and strategies.
7. The faculty member and student develop strategies, in writing, intended to assist the student to become successful in practice during the allotted time frame.
8. The faculty member, in consultation with the Coordinator, determines a timeframe in which the student ought to demonstrate competent practice.
9. The learning contract is signed and dated by both the student and faculty member and then placed in the student file. The student's signature on the learning contract indicates that the student is aware of the concerns. The student has an opportunity to provide written feedback

regarding the contract, if desired.

10. A copy of the learning contract is given to the student and the Coordinator.
11. In rare circumstances a learning contract may be carried over into the next term at the discretion of the Coordinator. The Coordinator will notify the next term faculty member.
12. If the learning contract is in place and the student is, or will be, with a nurse preceptor, the student along with the faculty member will discuss with the preceptor, the specific learning contract strategies to promote student success.
13. Students may appeal a grade through the office of Student Affairs. [Student Academic Appeals policy](#)

"PENDING SENATE APPROVAL"

Appendix D – TRU SON Unusual Occurrence Report

This form must be completed by both the student and faculty member.

Instructions:

1. Include the following information:
 - Describe the nature of the incident (e.g., med error; safety concerns for yourself or client; physical, verbal, bullying, harassment, discrimination, or sexual assault).
 - Describe the circumstances surrounding the events as noted on the hospital or agency unusual occurrence form. Include factors identified as being possible causes for the error/incident, i.e., mitigating circumstances. If this is a harassment, bullying or discrimination, refer to: [Respectful Workplace and Harassment Prevention policy](#)
 - Faculty member's comments (e.g., student's attitude, anxiety level, acceptance of responsibility and access of resources: reporting, counselling etc.).
 - Has the student been involved in previous unusual occurrences? If so, were the factors that contributed to the incident similar? Please describe.
 - Suggested follow up action (e.g., counselling, further education, referral to TRU health services).
 - Student's comments.
2. Copies of this form will be given to the student, one placed in the student's file, and if necessary, a copy forwarded to OH&S at TRU.

TRU School of Nursing Unusual Occurrence Report

Date of Incident:

Location:

Incident:

Circumstances related to the incident:

Student comments:

Faculty comments:

Previous student unusual occurrences: Y/N. if yes, please describe

Suggested Follow Up Action:

Student's signature:

Date:

Faculty Member's signature:

Date:

MEMORANDUM

TO Academic Planning and Priorities Committee
Senate

FROM Dean Rick McCutcheon and Chair Tina Block

RE History Program Review: Response to Recommendations and Action Plan

DATE May 12, 2023

SUMMARY OF REVIEW (maximum 250 words)

The History Program Review process was initiated in Spring of 2021 (the Program was last reviewed in 2011). The Program Review Committee for History consisted of all TRU History faculty: Tina Block; Annie St. John-Stark; Michael Gorman; and Wilson Bell (in Summer 2022, Michael Gorman retired and was replaced by Nick Hrynyk). In the Summer and Fall of 2021, we completed the SOAR analysis, Curriculum Map, and surveys with faculty, students, and alumni. We also solicited data from IPE on enrolments and retention rates. In January of 2022 we completed the self study. The external reviewers (Sarah Nickel, Joe Anderson, and Dana Wessell Lightfoot) undertook a (virtual) site visit in February 2022. The site visit included meetings with administrators, faculty, and students.

The External Reviewer Report identified a record of excellence in all areas of the History Program. They noted that the program has growing enrolments and majors, a strong community spirit, a curriculum grounded in faculty research, and an alignment with TRU Vision and Values. The reviewers described the TRU History Program as “very under-resourced,” with limited capacity to broaden the curriculum given the dearth of faculty. Since the site visit, one additional History faculty member has been hired, increasing the program complement from four to five permanent faculty. The reviewers offered constructive recommendations for program improvement, including in the areas of curriculum review, student achievement, governance, planning and sustainability.

RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS (maximum 250 words)

Recommendations related to: Curriculum and Assurance of Learning:

The reviewers recommend that the History faculty: undertake a curriculum review; create more flexible pathways for History students; and regularize engagement with the Kamloops community. The History faculty appreciates these recommendations and is keen to undertake the work needed to review and update our curriculum in ways that will improve the experience of our students and strengthen our ties to the community. As indicated in our Action Plan, over the next couple of years the History Curriculum Committee will be considering and implementing concrete steps to revise the History curriculum and to regularize the program’s engagement with the Kamloops community.

Recommendation related to: Student Achievement:

The reviewers recommend that the History Program work to close achievement gaps for Indigenous learners. The History Faculty have embedded this goal in the Action Plan, and intend to undertake a number of tasks to achieve it, including: revising calendar/course description language to reflect the discipline’s commitment to Indigenization; engaging with TRU’s Coyote Project; championing Indigenous student involvement and leadership in the PHP Conference and the Knowledge Makers Program; and

inviting experts and knowledge keepers to share insights on further Indigenizing and decolonizing the History curriculum.

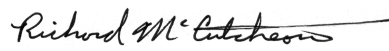
Recommendations related to: Planning and Sustainability:

The reviewers recommend that the History Program develop a hiring plan, and that priority be placed on hiring a tripartite Indigenous historian. They note that the need for Indigenous history – taught by an Indigenous historian – is urgent at TRU, given the Calls to Action, the findings of unmarked graves at Kamloops Residential School, and the importance of Indigenization to TRU’s Vision, Values, and Strategic Change Goals. The History Faculty is in process of developing a hiring plan and is committed to continuing to advocate for the hiring of Indigenous faculty.

REVIEW CYCLE

- Year of Mid-Cycle Review: 2026
- Year of Next Program Review: 2028

SIGNATORIES



Dean



Program Chair

ATTACHMENTS

- External Reviewer Report
- Action Plan

Program Review External Reviewer Report

Program: **History**

External Review Panel Members: **Sarah Nickel, Joe Anderson, and Dana Wessell
Lightfoot**

Date of Site Visit: **February 15-16, 2022**

Date of Report Submission:

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Executive Summary

Briefly comment on the purpose of this review, the main recommendations, and the program review process.

The reviewers have been tasked with assessing the state of the History Program, including student achievement and the quality of the student experience, curriculum, planning and sustainability, and governance. Based on a review of the documents provided by TRU and the virtual site visit on February 15-16, 2022, we can report that the History Program at TRU has a record of excellence in all the areas covered by the template provided by the university.

While History at TRU has a well-documented and enviable record of success, we note that there are areas for improvement, especially in regards to program sustainability. The recommendations and commendations section of this report provide more detailed justification, but it is worth noting that there is work to be done in curriculum development, securing resources to sustain high-impact experiences (the PHP Undergraduate Conference) and develop new ones (community partnerships), developing a hiring plan and, subsequently, ensuring that there are sufficient faculty members to teach current levels of students. Furthermore, it is critical to ensure that any historians who are hired into the department are brought in as tripartite faculty for purposes of retention and to foster student engagement in high-impact learning through work as research assistants.

Two of the most important recommendations include hiring an Indigenous historian and undertaking curriculum development, both of which deserve special mention in this overview.

Hiring a tripartite Indigenous historian:

In addition to the stated need from the Department's self-study and interviews with current and former students, and faculty, TRU's vision provides a concrete rationale for approving a tripartite tenure-track position for an Indigenous historian. TRU's vision defines the institution as: **"Community-minded with a global conscience, we boldly redefine the university as a place of belonging - Kw'seltnéws (we are all related and interconnected with nature, each other, and all things) --where all people are empowered to transform themselves, their communities, and the world."** The concept of Kw'seltnéws is holistic and encompasses the rights and responsibilities of being in good relation. It is not an empty concept that can stand in for concrete action. To "boldly redefine the university as a place of belonging," when "TRU has one of the largest Indigenous student populations among BC post-secondary institutions, with well over 2,000 students (about 10 percent)," requires cultivating a space where Indigenous students see themselves in the institution and the professoriate. Further, true efforts at reconciliation, Indigenization, and decolonization will eliminate barriers to Indigenous faculty hires, and prioritize these to re-envision the university as a place of belonging not just for Indigenous students, but also Indigenous faculty, who are grossly underrepresented in faculty ranks.

TRU has a unique opportunity to capitalize on the welcoming and collegial environment carefully cultivated by members of the History department, which will ensure strong recruitment and retention of an Indigenous faculty hire. The History program has proven itself to be engaged with and respectful of Indigenous peoples, cultures, and ways of knowing - even going so far as to embed these considerations into new tenure and promotion standards. This is a forward-looking program that has already done much in its efforts towards reconciliation, decolonization, and Indigenization by proactively and thoughtfully including Indigenous content in courses,

where appropriate, offering thoughtful and critical territory acknowledgements, and accepting individual and collective accountability for reconciliation efforts.

Curriculum revision:

The hiring of a tripartite Indigenous historian would also help the department develop sustainability and breadth in its curriculum. It would allow the department to develop courses to meet the Indigenous Institutional Learning Outcome and further its engagement with decolonization and the TRC's Calls to Action. We see the creation of such courses as a core aspect of curriculum renewal for the department, creating a more sustainable model that ensures all students who graduate with a History major or minor from TRU follow the same core pathway while having the flexibility to also take courses related to their own areas of research. To that end, we have suggested the creation of a common series of two 1000-level courses that all History majors and minors would take that are either thematically or temporally defined, organized around a collaboratively defined historical skills component. Together with the current requirement of HIST 3000 The Historian's Craft and the newly developed capstone HIST 4280, these two courses would create a clear pathway for History Majors and Minors from the beginning to the end of their degrees. Developing these first-year courses thematically would allow anyone in the department to teach them according to their own areas of expertise, ensuring that sabbatical leaves, administration releases, and research releases did not negatively impact the department's ability to schedule courses sufficient to ensure student progress.

Assessment

In the following section, comment on commonly-held standards and expectations in relation to the field/discipline of the program under review.

Program Context

Briefly comment on the program's role at Thompson Rivers University, and in the community.

The History program at Thompson Rivers University is situated in the Department of Philosophy, History and Politics (PHP) of the Faculty of Arts, currently chaired by historian Dr. Tina Block. With 87 majors in the 2020-2021 academic year, the program has shown growth since the 2017-18 year when there were 55 majors. This is encouraging for History at TRU, demonstrating that despite the narrative of decline in interest in humanities disciplines, that has not been the case at TRU. Our understanding of the success of TRU's History program is that it is rooted in the strong sense of community and belonging that the faculty and students have built over the years. This is one of the most powerful takeaways from the self-study and the visit; TRU's History program is a welcoming and supportive environment for learning.

While the PHP Department and Arts Faculty do not have strategic or alignment plans, TRU does have a vision statement and values statement. The vision is that TRU is a "community-minded [institution] with a global conscience," which "defines the university as a place of belonging—Kw'seltnnews (we are all related and interconnected with nature, each other, and all things)---where all people are empowered to transform themselves, their communities and

the world.” The stated values are inclusion and diversity, community-mindedness, curiosity, and sustainability.

All the evidence presented in the self-study report and the virtual site visit confirms that the History program aligns, in varying degrees, with the TRU Vision and Values. While it will become clear in our responses that are deeper in the report, the History faculty have found ways to develop a global conscience among students and faculty. This is apparent in the curriculum, responses in the sample course outlines, as well as the response by faculty, students, and alumni in both the self-study and virtual meetings with the review team.

While a complete review of the self-study is inappropriate here, it is worth noting that the Program Learning Outcomes (PLOs) and Institutional Learning Outcomes (ILOs) are met or exceeded in many cases. These outcomes are important measures of program performance. For example, curriculum is designed to help students learn the ways in which historical knowledge is constructed from primary and secondary sources as well as practical skills such as teamwork, critical thinking, and written and oral communication that are critical in the workplace. Other PLOs and ILOs that rank high for history include the development of an understanding of citizenship, social responsibility, and diverse societies and cultures, which can be seen in the program curriculum and the extra-curricular activities such as the annual Philosophy, History, and Politics Conference. This undergraduate conference, organized and conducted by the students, draws participants primarily from western Canada to share their research results in a professional context. All these outcomes constitute evidence of the History program’s success in meeting TRU’s Vision and Values.

Not surprisingly, there is room for growth to better align with some of the stated goals, most notably sustainability (hiring to rebuild the full-time faculty contingent to continue to offer a strong undergraduate experience in history), inclusion and diversity (hiring and subject area expertise in the discipline), and community-mindedness (more collaborations off-campus), but the view of the committee is that the History program offers students an excellent experience. Specific recommendations and commendations will be developed in the appropriate section

Curriculum and Assurance of Learning

Comment on the quality of the education delivered.

- Does the program demonstrate that both subject matter and learning outcome standards are of sufficient breadth and rigour?
- Is the curriculum current? Does it reflect the state of knowledge in the field(s)?
- Does the program demonstrate evidence of ongoing assessment (both direct and indirect) of student learning? If so, is evidence used to inform continuous quality improvement of the program?

Evidence presented from the self-study and interviews with students, alumni, and faculty highlights that the history curriculum is both innovative and provides a rigorous educational experience to the best of its ability. The departmental learning outcomes outlined in the self-study emphasize collaboration, research, presentation, and writing skills, informed citizenship, and lifelong learning. Although the self-study notes that these learning outcomes were only recently established, the course syllabi and feedback from current and former students demonstrates that the current curriculum provides students with pathways to meet them over

the period of their degree. In particular, the alumni emphasized how their history degree fostered collaboration, helped them become more informed citizens, and provided significant skills in research, writing, and presentations which well-prepared them for their future career paths.

The syllabi and the learning outcomes identified indicate that course content and structures are informed by the questions with which the discipline of History currently grapples. These include an emphasis on how historical knowledge is constructed and imbued with power; the foregrounding of themes such as trauma and memory, decolonization, and state power; and emphasizing lived experience using the Reacting to the Past format. At present, the department provides content coverage for European, American, and Canadian history from the fifteenth to the twenty-first centuries.

However, we must underscore “to the best of its ability” because the program is not adequately resourced for significant breadth in course offerings because of existing demands on the current faculty and insufficient faculty numbers for the program. This dearth means that the department is not able to fulfill some of the General Education requirements and students must take courses in disciplines outside of History to complete them. Although the TRU calendar provides a long list of history courses with some temporal and geographic depth, many of these courses are not offered on a regular basis or have not been offered for a long time. The department has also been forced to cancel core courses, such as the Canadian History surveys, because of course buyouts related to administrative secondments and a lack of sessional options as backfill. Faculty have also faced the possibility of deferring research-related course releases in order to ensure enough courses are scheduled each year so students can complete their degree requirements in a timely manner. At present, the department can provide sufficient curriculum for their students to graduate but this is only because of the willingness of faculty to go above and beyond their workload. This places the program in a precarious state which is not sustainable.

The self-study and our in-person interviews demonstrate that the faculty are fully aware of these challenges and have developed some strategies to meet them. For example, they note that the course descriptions need updating to reflect current course content and connect them to the TRU vision and values. They also highlight a desire to add expanded geographic and subject offerings to their course roster to provide students with broader knowledge. At the same time, they propose changes to the requirements for Majors and Minors such as reducing or eliminating geographic requirements and creating more flexible pathways for students to complete their degrees. Such changes could help to ensure requirements are met during faculty research leaves and course buyouts for administrative positions and research grants.

We would also like to suggest some other potential changes which could create a clearer and more flexible pathway for History Majors and Minors, help scaffold the departmental curriculum, and alleviate some of the issues related to faculty complement. At present, the department has a variety of 1000-level courses that are geographically and temporally defined. Students are not required to take any specific courses at this level but rather they are rolled into their 9-12 credit hours at the 1000 and 2000 level. In our discussions with the faculty, it was evident that the department frequently can only schedule a limited number of these courses per year depending on faculty and sessional availability. We suggest developing a series of two 1000-level courses that all History majors and minors are required to take as the only offerings at that level. These courses could be defined thematically or temporally. Such a change in the 1000-level curriculum could ensure that all History students have the same foundational courses but also, depending on how they are organized, would allow any of the faculty in the department to teach them. A thematic approach could allow faculty to focus on content according to their area

of expertise but a collaboratively designed historical skills component that would be central to any iteration of the course would ensure cohesion. The remaining 1000-level geographic/temporal courses (such as the Canadian History and European History courses) could then be shifted to the second year.

With such a structure, the department could create scaffolded pathways from 1000-level to the 3000-level Historians' Craft course (currently the only required course for all History Majors and Minors) and then the new HIST 4280 Capstone course (a High Impact course). It could remove the remaining geographic requirements and temporal suggestions and instead develop thematic requirements based on departmental strengths, ILOs, and meeting the TRC's Calls to Action. It could address the fact that History does not currently have a course which meets the Indigenous ILOs, although they have shown a commitment to providing such a contribution. We would suggest including a thematic requirement for indigenous history which underscores the importance of hiring an Indigenous historian in the department.

Another method the department could expand its offerings and develop more collaborations off-campus is the creation of experiential learning courses using the numerous community groups located in the region. These include the Kamloops Museum and Archives, the Kamloops Heritage Society, and the Tk'emlúps te Secwépemc Museum as well as others. Given the already significant obligations of the current department members, we suggest these courses could be offered in the summer or become part of the workload of new hires, specifically that of an Indigenous historian, which is an area the department indicated as a priority.

Student Achievement

Comment on the extent to which the program is meeting students' needs and supporting outcome attainment.

- Does the program have the appropriate expertise and resources to support student achievement?
- Are the admission requirements supportive of access and success for all students?
- Are sufficient efforts being made to close equity gaps, including achievement of Indigenous and rural learners?

All available evidence indicates that the program has done an excellent job meeting student need. Alumni offered numerous examples of the ways in which the program, both in terms of the curriculum and the culture of the program/department, provided high impact opportunities for intellectual growth and development of skills that are important for job readiness. Classes that emphasized oral presentations, they argued, should be required because those presentations are critical for public and private sector employees, not to mention graduate students and students in professional programs. In non-curricular experiences, students plan and host an annual undergraduate conference in Philosophy, History, and Politics that provided them with a sense of accomplishment, intellectual growth, and an opportunity for community building and belonging. Those experiences are clearly treasured by the alums for good reason.

One of the themes that emerged from the self-study document as well as the reviewers' discussions with current and former students is the importance of a community spirit in the TRU History program. They reported that faculty members were and are friendly and approachable,

often gently pushing students to move beyond their comfort zone to take intellectual risks and new challenges such as organizing the annual undergraduate PHP conference, presenting at the conference, and engaging in role-playing activities that are part of the Reacting to the Past pedagogy and require a greater level of engagement.

Advising is suitable to the needs of the program and the students, with Drs. Annie St. John-Stark and Michael Gorman (retiring in 2022) serving as advisors. The faculty historians report that this arrangement is adequate for current program needs.

Both the self-study documents and the in-person meetings reflect the kinds of comments about breadth of teaching that are to be expected at a smaller university, expressed by an interest in courses on a broader geography including Asia and Africa, for example. Students appreciate that this is the tradeoff of attending a small university rather than a comprehensive research university, but they are correct to point out that more breadth in the TRU history curriculum would be welcome and would enhance the student experience and preparation for advanced study, professional programs, and the workplace. Broadening the curriculum and can be positioned as part of a broader institutional internationalization strategy. If the department had six historians, rather than four, it is easy to see that an Indigenous historian or, perhaps a historian with new geographical or cultural expertise (i.e., the Islamic World) or theoretical framework (i.e., environmental history or history of technology) would go far towards meeting student interest in a broader curriculum.

To the question of appropriate expertise and resources, it is apparent that the TRU history program is under-resourced. Eight years ago (2014-2015) there were six full-time historians. In the 2021-2022 academic year, there are four full-time historians in the department. Three of those faculty are employed on the tripartite work pattern of (teaching, research, and service for a 3-2 load), with one on the bipartite work pattern (teaching and service for a 4-4 load). Currently, however, one historian is serving as department chair, leaving just three full time faculty members to teach in the program. It is notable that one faculty member (with a bi-partite position) is retiring at the end of the 2021-2022 academic year, although there is a search underway for a replacement. It is also notable that there is a very small number of qualified individuals in the Kamloops area available for contract teaching, which makes it difficult to offer the courses students need for graduation. The fact that the TRU historians can continue to do so is remarkable, but it comes at a high cost. Exceptions to curricular requirements are a part of every program, but at TRU exceptions and substitutions are too often used to clear students for graduation. Furthermore, faculty report that they do not take well-earned research releases because they want to make sure that students are able to take courses

Efforts to deal with equity issues such as achievement for Indigenous and rural learners are largely dealt with at the Faculty of Arts level, with the resources of the COYOTE program dedicated to meeting the needs of Indigenous learners. As of this review, those funds are not part of department initiatives. The online program is beyond the scope of this review.

Two key issues for the program to address are representation and decolonization, issues that students indicated as a priority for the discipline. While the faculty are committed to meeting the TRC's Calls to Action, one of the best ways to move the discipline and Faculty of Arts forward is to hire an Indigenous historian who can teach Indigenous history on a consistent basis. The current faculty members recognize this. In 2021, the announcement that the Tk'emlúps te Secwépemc First Nation confirmed the location of the graves of 215 children at the Kamloops Residential School brought international attention to the region and the ongoing trauma of residential schools provides urgency to the importance of teaching Indigenous history at TRU.

Governance and Resources

Comment on the program's governance, operations, and the adequacy of available resources (e.g., facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc.).

Governance and Operations:

Evidence from the self-study and interviews with faculty demonstrate that the unique structure of this three-discipline department has clear benefits and a few drawbacks. Overall, faculty members believe that shared governance within the department is beneficial. It provides a natural basis for cross-disciplinary and interdisciplinary initiatives that might not otherwise materialize if department members were siloed into their respective single-discipline departments. Examples of strong cross-disciplinary collaboration include the PHP undergraduate conference (and undergraduate journal *Dialogues*, which emerged out of that conference); and the department's current efforts toward creating an interdisciplinary Political Studies major (in which the History and Philosophy faculty are centrally involved). There are also examples of individual faculty within PHP collaborating – across disciplines – in research and teaching. Faculty members also noted that having a larger department eases some of the service burden by having single committees for the entire department rather than for each discipline. They cited the example of the single PHP sabbatical committee that serves the entire faculty complement. Faculty did admit, however, that at times, the easing of service burdens could be more theoretical than actual. The added layer of service in learning the conventions and expectations of other disciplines is one example.

Faculty also mentioned the challenges of the multi-discipline department, chiefly that TRU's upper administration considers PHP as a single department and evaluates resource needs by department (and not discipline). This was confirmed by the Faculty of Arts Dean, who explained it was difficult not to think of PHP as a single entity. This can be an issue when considering student numbers or approving new hires. The general practice has been to rotate new hires through the disciplines rather than hiring according to need. Faculty explained that they have been explicitly asked and encouraged to follow this practice, even though it makes little sense in addressing actual hiring needs within each discipline. Currently, for example, History is hiring a bipartite position, but with the imminent retirement of Michael Gorman, History remains at 4 historians, which is not adequate to sustain the program (particularly given teaching releases for administrative positions). The structure of multi-disciplinary governance, however, compels the Department Chair to favour a rotation approach over needs-based advocacy for new positions, which creates the illusion of fairness, but avoids meaningful equity.

Resources:

Faculty in the History program find TRU's facilities adequate for their needs. They remarked that many classrooms had been updated and upgraded with the necessary equipment and technology to facilitate the types of classes faculty teach. Classroom space is a challenge, however, and faculty noted the difficulty of booking rooms for events or attempting to move a class to a different room if needed. This is a campus-wide issue - not one unique to History, but it appears to be largely unacknowledged by TRU. In terms of student spaces, however, faculty explained that there was a "dearth of shared study/social space for students, particularly in the Arts building," though faculty admitted there is no Faculty of Arts shared space to socialize

beyond the mailroom. Given the tight knit and collegial nature of the History program and the multidisciplinary reality of the PHP department, shared faculty space could strengthen collegiality and the department.

Faculty were pleased with the support the library provided for undergraduate programming, noting that librarians are greatly engaged with the History department. The librarians are proactive in seeking out new materials to add to the library resources, but are also responsive to faculty requests for materials.

Planning and Sustainability

Comment on the overall sustainability of the program, both socially and economically.

- Has the program adequately prepared for current trends in the profession/field, as well adapted to future trends?
- Has the program met the needs of learners today as well as adapting to the needs of future learners?

This program has accomplished an impressive amount given its small size and lack of adequate economic resourcing. In our meetings with current and former students we learned that the History program is a hub of collegial activity where students feel deeply connected to faculty and have been able to build strong and lasting relationships with them and with each other. Students reported feeling supported in their learning and their future professional endeavors, with many citing the PHP conference and unique classroom learning experiences (particularly Michael Gorman's role-playing classes) as key moments that facilitated important personal and professional growth. One graduate who has since gone on to complete a Masters of Library and Information Studies and currently works for a provincial government explained that the communication skills she learned in the games courses enabled her to "unlearn academic styles" of communicating to excel in the professional world. Others explained that History faculty proactively sought them out to become involved in the PHP conference or research assistant opportunities and being pushed out of their comfort zones has had a lasting impact on students who went onto professional and graduate programs and the workforce.

Despite a shortage of faculty members to offer a wide range of courses, students are exposed to courses linked directly to faculty research. Annie St. John Stark's HIST 4900 Trauma, Memory and Catastrophe in History, Tina Block's HIST 4250 History of Religion in Canada, and Wilson Bell's HIST/POLI 3530 The Concentration Camp, are just a few of the exciting and cutting-edge courses students have access to in the History program. Michael Gorman's HIST 4910 Reacting to the Past stands out for its innovative course delivery in the form of historical role-playing activities. Faculty also remain attuned to the findings of the Truth and Reconciliation Commission and endeavor to include Indigenous content and recognition of ongoing colonialism in their course offerings.

Yet students and faculty insisted that greater breadth in course offerings is sorely needed, particularly in terms of Indigenous histories (ideally offered by an Indigenous historian) and global histories (Asia and Africa were the most frequently mentioned). Many also highlighted

their desire for community-engaged learning opportunities in the form of field schools and field trips to local historical sites. The reviewers recognize the inherent tension between a small program, where students are familiar with professors and can build meaningful relationships, but lack broad course offerings and perspectives, and larger programs that offer breadth often at a cost of greater distance from faculty. But currently, the number of full-time faculty does not enable the proper and sustainable functioning of the program. The reviewers heard of SSHRC fund holders preparing to forgo their critical and well-earned teaching releases because taking time away from the classroom would mean canceling courses necessary for the timely graduate of History majors. This reality threatens both the sustainability of the History program and the ongoing research work of faculty members.

The History program needs increased tripartite faculty resourcing to ensure current faculty can continue and grow their research portfolios, which directly support high impact student learning experiences through research assistant positions that current and former students noted were formative experiences. The current trend towards bipartite positions comes at the direct cost of what makes TRU History most successful: offering research-intensive training using a community-based approach where personal relationships are key. Further, given TRU's stated commitment to decolonization, Indigenization, and reconciliation, it is vital that the university commit to a tripartite position for an Indigenous historian. It is unfortunate the Faculty of Arts has only one self-declared Indigenous scholar, and given the rich potential of the local Secwépemc communities (which boast their own historians, archives, and cultural centres), attracting an Indigenous historian to TRU History will facilitate innovative community-engaged research and teaching, breadth of course offerings, faculty support for the new Faculty of Arts Masters program, and, most importantly, will go some way towards walking the walk of reconciliation. TRU's new Master of Arts in Human Rights and Social Justice would be well-served with the addition of an Indigenous Historian, who could be part of a cluster hire of Indigenous scholars in the Faculty of Arts.

Other

Provide any additional comments that may be relevant to this review, as well as feedback on the program review process.

- - Insert external reviewers' assessment and evidence related to this issue here - -

Recommendations

Recommendations related to: Curriculum and Assurance of Learning

(add or remove lines as needed)

Recommendation #1

That the History Program create a clearer and more flexible pathway for History Majors and Minors for their degrees. We recommend developing a pair of 1000-level courses that all History students must take alongside HIST 3000 and the newly developed HIST 4280 requirements. Remove the geographic and temporal requirements and instead institute thematic ones that align with TRU's vision and ILOs.

Recommendation #2

That the History Program regularize community engagement in Kamloops and surrounding communities.

In keeping with the institutional commitment to "community mindedness," there is room for the History Program to provide more high-impact learning experiences by building stronger relationships with local historical organizations and cultivating an emphasis on local history. The program may wish to develop new curriculum in public history and/or local history, pursue non-curricular partnerships, or both. Regardless of what path the discipline pursues, it is important that TRU allocate resources for such initiatives, including material support or supplies and, potentially, a bursary for students to have off-campus experiences. This constitutes an intermediate-term recommendation, to be considered in the coming 1-3 years.

Recommendation #3

That the History Department conduct a curriculum review.

The above recommendations are embedded in the need for a departmental curriculum review. Take advantage of any support offered by the Dean to hire an external consultant to work with the department in this project. Such a review should take into account the department's challenges with sustainability, the importance of meeting ILOs, and developing clear pathways for students to complete their History degrees.

Recommendations related to: Student Achievement

(add or remove lines as needed)

Recommendation #1

That the History Program utilize the material resources and support from TRU's Coyote Project, particularly in terms of identifying and closing achievement gaps of Indigenous learners and improving education attainment levels and success rates. We encourage the History Program to engage in the Faculty of Arts' goals to increase retention and completion rates for Indigenous students by requesting support to track Indigenous student statistics in the History program and developing a plan for recruitment, retention, and completion in History.

Recommendations related to: Governance and Resources

(add or remove lines as needed)

Recommendation #1

That the historians in the PHP Department, supported by the Faculty of Arts, develop discipline-specific mechanisms for ensuring decision-making around key issues of hiring,

student enrollments, and other related considerations are directly related to History program needs and not subsumed within the PHP collective. This may take the form of a History sub-committee that can make recommendations to the Faculty of Arts.

Recommendations related to: Planning and Sustainability

(add or remove lines as needed)

Recommendation #1

That the historians in the PHP Department develop a hiring plan.

This recommendation emerged from our reflections on the status of program faculty level, our own experiences in utilizing hiring plans, and a conversation with the Dean during the review. Four full time historians (with one currently seconded as chair) are stretched too thin to meet the needs of History majors as well as the general undergraduate service teaching for the long term. The hiring plan should reflect the stated interest of both faculty and students in Indigenous history and historians, particularly as it relates to the TRC's Calls to Action, and TRU's vision, which includes the Secwépemc concept Kw'seltktnéws. Furthermore, a hiring plan will allow the discipline to consider building on current strength in Canadian history as well as broader representation for new geographical or subfields that are not available currently through the full time faculty complement or contract faculty. It would be worthwhile to consider the potential for new hires to align their teaching and research specialties with the goals of TRU's new Master of Arts in Human Rights and Social Justice. While a small department cannot do all things it can expand its focus. The development of a hiring plan should constitute an urgent, short-term goal, to be completed in the coming academic year in the case that funding becomes available.

Commendations

Commendations related to: Curriculum and Assurance of Learning

(add or remove lines as needed)

Commendation #1

That the History program continue to offer courses related to their research areas to expose students to exciting and innovative content and learning styles.

The reviewers heard extensively about the positive impact of courses that related directly to faculty expertise, and many cited the fresh and innovative nature of course delivery through historical role-playing activities as a foundational experience in their education. Resources to support the continuation and further development of these areas should be provided.

Commendations related to: Student Achievement

(add or remove lines as needed)

Commendation #1

That the History program continue to support the Philosophy, History, and Politics Undergraduate Conference.

One of the great strengths of the History program and PHP Department is the annual undergraduate conference. Students not only organize and conduct an academic conference but they also participate by presenting papers based on their own research. The PHP

Conference enjoys an excellent reputation across the country, especially in the West. Students regularly come from large and small institutions across British Columbia, Alberta, Saskatchewan, and Manitoba to participate, and occasionally from even more remote locales. Students report on the educational value of presenting at the conference and engaging in scholarly debate, but they also note the learning that is directly applicable to future employment. Furthermore, the student-faculty collaborative work is an important part of community building at TRU. The Dean, History Faculty, and all the members of the PHP Department are to be commended for doing this work. Resources to support this event should be regularized and enhanced.

Commendation #2

That the History program continue to support the publication of *Dialogues: Undergraduate Research in Philosophy, History, and Politics*.

This journal was initiated in 2018. Involvement in its publication provides students with significant experience in project management and editing and reviewing scholarly articles. Students and alumni noted that being part of the journal's editorial board helped to propel their writing skills far beyond they had ever hoped. They also noted that being part of the journal, as editors and authors, helped to create a support network for their scholarly endeavors. Resources to support students in this work should be maintained. Perhaps consider connecting this publication to the HIST 4280 capstone course.

Commendations related to: Governance and Resources

(add or remove lines as needed)

Commendation #1

The History program has done a remarkable job of retaining its unique identity amid a multi-disciplinary department and facilitating collegial decision-making.

Commendations related to: Planning and Sustainability

(add or remove lines as needed)

Commendation #1

The History program has built a successful and sought-after program despite limited faculty resourcing. Improved hiring plans and resourcing will ensure the sustainability and expansion of this program.

Program Review: Action Plan

History (on-campus), 2021-28

Instructions: Consider all of the data gathered during the program review process (i.e., self-study report, external reviewer report and recommendations and commendations, survey results, consultations with community and industry partners, and internal consultations). Identify goals for improvement of the program over the next seven years. Detail the specific steps that will be taken to advance these goals including key milestones, measurable outcomes, and people responsible for the change effort. Depending on the results of the program review, you may find that one or two areas require greater attention than others. Please add/remove rows to each section, as needed. It is recommended to select six (6) to eight (8) goals to focus improvement efforts in the coming years.

Curriculum and Assurance of Learning			
Goal: Complete a comprehensive review and revision of the History curriculum			
<p>Rationale: The History curriculum has not been comprehensively reviewed in a long while (there have been many updates over the years, but these have largely been piecemeal). With the addition of two new History faculty members (one in 2022, and the other in 2023), it's especially important that we review and update the curriculum to reflect the changing interests/expertise of faculty within the program. The History curriculum also needs revising and updating to more clearly align with the institutional vision and strategic change goals, and with evolving approaches within the broader discipline.</p>			
<p>Tasks to Complete the Goal (add rows as needed): Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</p>			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Consider ways of implementing more flexible pathways for History majors – particularly with regards to 1 st and 2 nd year courses (as recommended by the external reviewers).	1. Consultations completed, and decision made regarding revision of 1 st and 2 nd year courses. 2. Courses are developed (in case of new courses) and submitted for approval.	2023-2025	History Curriculum Committee
Consider replacing the geographic requirements of the History major with thematic requirements.	1. Consultations completed, and decision made regarding geographic vs. thematic requirements. 2. Revision of the major completed and submitted for approval.	2023-2025	History Curriculum Committee
Consider ways to regularize engagement of the History program with the Kamloops community.	1. Consultations completed, and decision made regarding path forward for building stronger relations with local historical organizations and cultivating an emphasis on local history. 2. Curriculum developed/updated in the area of public history and/or local history.	2023-2025	History Curriculum Committee

Review and revise History courses listed in the calendar (update vectoring; eliminate defunct courses; revise course descriptions etc.).	1. Consultations completed, and list of required changes prepared. 2. Changes submitted for approval.	2023-2025	History Curriculum Committee
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Student Achievement

Goal: Nurture a sense of community, and enhance student retention, for all students in the History program

Rationale: This goal aligns with the TRU vision of the university as a place of belonging. It also aims to address the issue of student retention rates, which are very low in the Arts, and across TRU.

Tasks to Complete the Goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Advocate for the hiring of equity-deserving faculty members within History and across Arts and TRU – to strengthen belonging among equity-deserving students.	1. Commitment to equitable search processes – embedded in departmental hiring processes. 2. Calls for hiring equity-deserving faculty reflected in the discipline, department, and faculty-wide hiring plans.	Ongoing	All History faculty
Incorporate mentorship training in the History Capstone to enhance community, and a sense of belonging, among students.	1. History Capstone, with mentorship component, developed. 2. Capstone submitted for approval.	2023-2025	History Curriculum Committee

Goal: Close achievement gaps for Indigenous students in the History program

Rationale: This goal aligns with the institutional strategic change goals to *eliminate achievement gaps*, and to *honour truth, reconciliation and rights*.

Tasks to Complete the Goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Continue work on Indigenizing and decolonizing the TRU History curriculum.	1. Calendar/course description language reviewed and revised to reflect the discipline's commitment to Indigenization and decolonization.	Ongoing	All History faculty

	2. Invited knowledge keepers and experts (such as Laura Grizzlypaws) to speak to the department/discipline for further insights on ways to Indigenize and decolonize our courses. 3. Engaged with TRU's Coyote Project (as recommend by external reviewers). 4. Requested support from the Faculty of Arts to track Indigenous student statistics in the History program and developed a plan for recruitment, retention, and completion in History (as recommended by external reviewers).		
Advocate for the hiring of tripartite Indigenous faculty (in History, and other areas of the Arts).	1. Calls for the hiring of Indigenous, tripartite faculty members reflected in the discipline, department, and faculty-wide hiring plans.	Ongoing	All History faculty
Actively encourage and promote Indigenous History student involvement in the Knowledge Makers program, the PHP Conference, and as Research and Teaching Assistants in the History program.	1. Identify opportunities and strategies to champion Indigenous student involvement and leadership in the History program, the PHP Conference etc. 2. Identify a point person to take the lead on this task.	Ongoing	All History faculty

Planning and Sustainability

Goal: Develop a hiring plan in History

Rationale: Having a well-crafted hiring plan that aligns with institution- and faculty-wide priorities will enable the History faculty to plan more effectively – and intentionally – for the future, and to better advocate for resources to support the program.

Tasks to Complete the Goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Develop a History hiring plan (in conjunction with the PHP departmental plan, and the Arts Academic Plan)	1. Complete the History hiring plan. 2. Ensure that the History hiring plan is aligned with the departmental plan, and fully integrated with the Arts Academic Plan and the Arts Strategic Research Plan.	2023-2024	All History faculty

Program Review: Mid-Cycle Update

Program	Bachelor of Tourism Management (BTM)
Faculty/School	Faculty of Adventure, Culinary Arts, and Tourism
Dean	Doug Booth
Program Chair	Evangelia (Lian) Dumouchel
Date of Program Review	May 2019
Date of Mid-Cycle Update	May 2023

Instructions: Review the program Action Plan that was produced as a result of the program review. Provide an update on progress towards meeting the goals, tasks, and milestone/outcomes identified in the program Action Plan using this template.

Curriculum and Assurance of Learning

Goal: PRIORITY 1 - Redevelop and simplify the structure of the BTM program in ways that integrate the on-campus and Open Learning program strengths while providing learning options for BTM students.

Tasks to Complete the Goal (add rows as needed)

Mid-Cycle Update

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
1. Streamline the 3rd and 4th year of the BTM General Program	Proposed phased approach coordinated by TMAN Department Chair:				
2. Streamline the pathways from the diplomas into the BTM	Phase 1a – January to June 2019:				Completed
4. Develop ways to expand experiential learning for all BTM students	January-March 2019 - Consultation with CELT for guidance regarding Tasks 1, 2, and 4 , program mapping, and alignment of Program Learning Outcomes (PLOs) with Course Learning Outcomes (CLOs).				Completed
	March 2019 – Establish multiple small faculty working groups to address Tasks 1, 2, and 4 in consultation with ACT Educational Program Advisory Workgroup (EPAW) and as per recommendations from CELT. Each working group to prepare draft recommendations for presentation at June 2019 Planning Days and review by EPAW.				
	Phase 1b – June to September 2019:				Completed
	Proposed program changes for Tasks 1 and 2 revised as per feedback received.			Draft recommendations were presented in June 2019. With the arrival of our new Dean in July 2019, follow up meetings were held in September 2019, November 2019, and January 2020.	
				All activities were put on hold during the COVID lock down for the remainder of 2020.	
				In 2021 all Majors and Minors were taken out of abeyance with minor program changes. The minors had to go through the	Completed

<p>3. Redevelop the Open Learning BTM to fully align with the On-campus BTM Program</p>	<p>Phase 2 – September 2019 to May 2020 – Task 3: Establish a working group comprised of faculty and OL Instructional Designer(s) to propose changes aligning BTM-OL with on-campus BTM.</p>	<p>approval process a second time as their original approval records were lost with the introduction of the CurricuNet software.</p> <p>First phase of program changes were implemented in consultation with the Career and Experiential Learning Department and the Journalism, Communication and New Media Department. The changes were approved for implementation Fall 2023:</p> <ul style="list-style-type: none"> • Introduce one mandatory Co-operative Education work term to meet the work experience requirement for the program (see Task #4). • Replace JOUR 2060 with CMNS 2290 • Replace CMNS 3020 with CMNS 3240 <p>Remaining Task 1 and 2 program changes will be reviewed and updated as needed during 2023-2024 with the participation of the new Tourism Management Program Coordinator.</p> <p><u>TASK 3 - BTM-OL</u> Program Learning Outcomes and Map approved in 2021.</p> <p>New program Capstone course approved in 2022 – implementation delayed due delays with instructional design.</p> <p>Remaining program changes awaiting the restructuring of flexible learning processes and structures at TRU.</p>	<p>Completed</p> <p>In progress</p> <p>Completed</p> <p>In progress</p> <p>In progress / On hold</p>
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Goal: PRIORITY 2 - Review the content of all BTM courses to fill gaps, eliminate duplication and ensure alignment with the program-level learning outcomes.

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Mid-Cycle Update	
				Summary Update	Status
1. Take steps to better connect students with the tourism industry.	<p>TMAN Department Chair is working with a Co-op student to address Task 1 – January to May 2019</p> <p>The TMAN Department held an alumni speed networking event in January 2019 and a new Tourism Student Club has been launched in March 2019.</p>			<p>We continue to hold a Career Mentoring Event every January. During COVID, the event was held virtually.</p> <p>We have increased the number of applied projects in our courses – for example:</p> <ul style="list-style-type: none"> • TMGT 4010 – Tourism Innovation Lab with Tourism Kamloops and the Kamloops Innovation Lab (Fall and Winter semesters) • TMGT 4030 – Consulting project with the Sun Peaks Resort Corporation (Winter Semester) 	Completed
<p>2. Review all course offerings as part of a comprehensive course and structural assessment of the BTM program.</p> <p>3. Review course delivery approaches as part of the comprehensive review.</p>	Tasks 2 and 3 will be addressed with priority #1 in phase 1 for the on-campus program and during phase 2 for the BTM-OL program			<p>We conducted an initial scan of our courses in 2019 and undertook a mass “course cleanup” to correct and update course information including: course titles, vectoring, descriptions, learning outcomes, and pre-requisites.</p> <p>Course assessment mapping activities are scheduled for August 2023.</p> <p>Remaining program changes awaiting the restructuring of flexible learning processes and structures at TRU.</p>	<p>Completed</p> <p>In progress</p> <p>In progress / on hold</p>

Student Achievement

Goal: PRIORITY 3 - Improve the ways that the BTM academic advising provides student support and assistance.

Tasks to Complete the Goal (add rows as needed)				Mid-Cycle Update	
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
1. Increase academic advising resources for students.	Task 1 - Advising support has been increased by 0.5 FTE for the 2018-2019 academic year. Current staffing level is now 1.5 advisors.			All processes have been reviewed and are monitored closely to identify opportunities for improvement on an ongoing basis.	Completed
2. Simplify the program structure and content.	Task 2 will be addressed with completion of Priorities #1 and #2.			Refer to priorities #1 and #2	In progress
3. Ensure that the academic advisors are fully involved and briefed on the planned and implemented changes to the program.	TMAN Department Chair and EPAW: Facilitate completion of Tasks 3 and 4.			Task 3: We have introduced regular meetings with the program advisors, operations manager, and department chair to ensure all parties are consulted and kept up to date on proposed changes.	Completed
4. Develop a BTM Program Advising manual.				Task 4: With the introduction of Degree Works and revised advising processes, this goal is no longer needed.	Removed

Governance and Resources

Goal: PRIORITY 4 - Resolve governance and management issues facing the BTM program.

Tasks to Complete the Goal (add rows as needed)				Mid-Cycle Update	
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility	Summary Update	Status
Hire a new Dean for FACT	ACT Dean's Office will be responsible for leading Priority #4 The timelines and process will depend on the outcome of the ACT Dean Search.			New Dean hired and in place as of July 2019	Completed
New faculty hires to reach a mix of 50% tri-partite.				<p>The Provost approved two new bi-partite hires beginning Summer 2022 to bring the Full time/Sessional Ratio in line with TRUFA requirements:</p> <ul style="list-style-type: none"> One new tri-partite hire was approved and in place as of January 2023 (replacement for retirement of Rob Hood). One new tri-partite hire approved and will be in place as of August 2023 (replacement for retirement of Robin Reid). <p>This brings the total full-time faculty for the Tourism Management department to 12 as of August 2023: 5 tri-partite faculty members (42%) and 7 bi-partite faculty members (58%).</p> <p>We anticipate replacing our next bi-partite faculty retirement (2024) with another tri-partite faculty member. This will bring the ratio to 50% each.</p>	In progress
Reintroduce a Program Advisory Council.				Work is underway to develop a FACT Dean Advisory Council.	In progress
Track data and monitor trends in student recruitment, retention, outcomes.				We are working closely with IPE and the Future Students team to monitor student recruitment and retention efforts and participate in all institutional student recruitment and retention activities.	In progress

Develop a Vision and Strategic Plan for the program.		The Dean developed a Strategic Plan document for FACT. Planning activities are scheduled during the August 2023 Tourism Management Department retreat.	In progress
Identify the needs and costs of the resources required in the revised BTM program.			In progress

Planning and Sustainability	
Goal: REFER TO PRIORITY 1	

MEMORANDUM

TO Academic Planning and Priorities Committee
Senate

FROM Dean, Greg Anderson, and Chair, Tom Pypker

RE Program Review: Response to Recommendations and Action Plan

DATE May 31, 2023

SUMMARY OF REVIEW

The review highlighted the uniqueness of this program, and the program was commended for its practical program design, use of industry expertise in instruction, development of partnerships with local Indigenous communities and alumni success. The program was recommended to revise the current course mapping and program structure, increase Indigenous community engagement, and improve student recruitment and preparation.

RESPONSE TO EXTERNAL REVIEWER RECOMMENDATIONS

The ASUR program has developed action plan to address the many helpful comments from the external reviewers.

1. The program has been revised to move from 10 credit modules to 3 credit courses. This change will allow students to transfer credit more easily to other programs and improve recruitment to improve student numbers. The new course structure will also allow other students at TRU to take a subset of courses that interest them. The 3-credit structure will also allow for the creation of microcredentials because the courses are run in 3-week blocks.
2. The students will now engage in a practicum that will target student specific skill based upon the student's specific skill set.
3. The program will develop a curriculum map to match courses to learning outcomes.
4. Team members from the program team will meet to review program curriculum, and revisions. This will be an ongoing process to improve learning outcomes.
5. Establishing annual meetings of faculty and the industry advisory board. These meetings are to assess success and failures within the program to improve student learning and to Indigenize the program.
6. We are in discussions with local Indigenous groups to create microcredentials in Food Sovereignty that utilize courses within the new program. This need was identified after consultation with local Indigenous leaders. The courses have been developed and will be part of the new course structure.

REVIEW CYCLE

- Year of Mid-Cycle Review: 2025
- Year of Next Program Review: 2029

SIGNATORIES



Dean



Program Chair – Tom Pypker

ATTACHMENTS

- External Reviewer Report
- Action Plan

Program Review External Reviewer Report

Program:

Applied Sustainable Ranching Diploma

External Review Panel Members:

Christine Chalaturnyk, Olds College

Susan Markus, Lakeland College

Date of Site Visit:

February 8th, and 9th, 2022

Date of Report Submission:

March 4, 2022

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Executive Summary

Briefly comment on the purpose of this review, the main recommendations, and the program review process.

The creation of a program at Thompson Rivers University (TRU) in 2015 that combined the disciplines of business, science and trades, (known as Applied Sustainable Ranching Program: ASUR), underwent its first review in February 2022. Held within the Department of Natural Resource Science, the programs' financial oversight is provided by the Dean and Associate Dean of TRU's Williams Lake Campus (WL). Academic oversight is provided by the Chair of the Department of Natural Resource Science and the Dean of Science with a program manager responsible for the budgeting, financial and academic aspects reporting to those above. The ASUR program uniquely offers a 2 year, 60 credit diploma in a blend of online and face to face (or video) seminars and field trips to students with an interest in exploring agriculture related businesses from a non-conventional perspective (regenerative, holistic, sustainable or niche enterprises). Such a focus differentiates this program from many other agricultural program offerings concentrated on conventional ideas.

Curriculum mapping and alignment of all program courses to the current program learning outcomes (PLOs) is lacking and requires attention to establish the breadth and depth of the program. Creating credit courses (3 vs blocks of 10) would provide the potential for students to have post-secondary transferability and it would be a marketing advantage to highlight all pathways from this one year certificate and two year diploma.

While the intent of the work placement aspect is excellent to offer a variety of experiences or choices in the program to complete specific requirements and modules, more emphasis on standardizing the outcomes of the host ranch component is needed. Having a formalized structure, decision making process, and scheduled committee meetings would help support the sustainability of the program. The program team and department should determine highlights of the program and include these in its' renaming the program to appeal to both a broader and/or specialized student audience, potential employer(s) and to better reflect the diploma competencies.

Exposing students to skills required to efficiently own, operate and maintain a ranch or agriculture related enterprise is foundational to this program. Thus, embedding soft skills (communications and relationship building) in combination with developing a farm resource list or team are suggested to add value.

A process using administrative resources and support to formally document student demographics and learning needs should be explored to not overload the current faculty. Implementation of a program curriculum and review committee, from the program team, will foster a more collaborative environment amongst program members and relieve this work from 1 or a few members. An internal formal

communications plan to share important course dates and deadlines with students, well in advance of occurring, is needed and could be supported by resource assistants. Additionally, digital asset building to support field day events and other unique experiences and seminars bundled with the above could be put into a shared repository to aid both students and instructor planning and learning.

Assessment

In the following section, comment on commonly-held standards and expectations in relation to the field/discipline of the program under review.

Program Context

Briefly comment on the program's role at Thompson Rivers University, and in the community.

Williams Lake campus and the surrounding community and industry groups are extremely supportive of this program. The internship model is appealing to the agriculture and ranching industry to create employable students. Students are well prepared for leadership and management positions upon graduation. Overall, this program provides unique learning outcomes packaged in both on-line and in-class/field trip experiences. Additionally, the program is an attractive option for those wanting to explore agriculture related businesses from a non-conventional perspective (regenerative, holistic, sustainable or niche enterprises). The program is positioned well to appeal to a variety of student types (new grads to mature students and indigenous or diverse backgrounds/cultures, plus foreign or domestic). With additional promotion and marketing this program could improve its enrollment and sustainability.

Curriculum and Assurance of Learning

Comment on the quality of the education delivered.

- Does the program demonstrate that both subject matter and learning outcome standards are of sufficient breadth and rigour?
- Is the curriculum current? Does it reflect the state of knowledge in the field(s)?
- Does the program demonstrate evidence of ongoing assessment (both direct and indirect) of student learning? If so, is evidence used to inform continuous quality improvement of the program?

The 2 year diploma ASUR program provides a significant breadth of knowledge to students in the ranching industry. Students are exposed to farm and ranching styles and practices for a variety of enterprises, although the focus appears to be on livestock. Students learn and apply business and financial principles, enterprise analysis, and analyze various value-added operations. Students also learn foundational natural science objectives in the areas of plants, land and environment.

This 2 year diploma is currently delivered in a year round format including the summer months to expose students to various seasonal aspects of business enterprises and ranching operations. A significant aspect to the program is engagement of students in work placements on host ranches throughout the region or in other provinces. Students can live and participate in paid employment and ranching experiences learning different techniques and strategies, or choose to remain on their own operation. The expectation is students continue to participate in course lectures and course expectations remotely during their ranching experience. This program also offers a variety of in person field-day experiences, presentations, and seminars. These events have in the past been recorded for students who cannot attend in person. Some indications of ongoing assessment, such as formative and summative approaches happen within the module delivery, however this is not consistent throughout all courses in the program or in the host ranch experiences. The quality of the education may suffer from a lack of consistency amongst individual student experiences. While the intent is excellent to offer a variety of experiences or choices in the program to complete specific requirements/modules, more emphasis on standardizing the outcomes especially in the host ranching component is needed.

Curriculum is current and with the interaction of host ranch experiences/placements appears to bring required knowledge with practical applications together for students. Regenerative and holistic aspects as a focus make this program differentiated from many other agricultural program offerings concentrated on conventional ideas. Variety of student backgrounds and inclusion of group activities/projects means learning can occur not only from instructor to student but also through student to student opportunities. High quality active, current industry experienced instructors is evident and valuable for future student networking and collaborative opportunities in the industry.

Ongoing assessment is not completely evident especially after the completion of the program. While it does exist between the program leads and students to complete specific modules/learning activities, it may lack some follow up to gauge student employment or academic futures. Graduation rate, employability of students, time to course completion are all factors to success that need reporting.

Student Achievement

Comment on the extent to which the program is meeting students' needs and supporting outcome attainment.

- Does the program have the appropriate expertise and resources to support student achievement?
- Are the admission requirements supportive of access and success for all students?
- Are sufficient efforts being made to close equity gaps, including achievement of Indigenous and rural learners?

Instructors currently involved in this program are experts in their fields and come from industry. Skill sets that combine both applied with academic aspects are needed (as

a succession plan to current employed faculty) as not all faculty currently in TRU would hold such credentials, making replacement of resigning/retiring faculty difficult. Whereas, those at Williams Lake campus appear to have a better balance in this regard. Administratively, the program may suffer from a huge reliance on few faculty even though it appears the support does exist and is already in place. Appropriate expertise toward course content through faculty and guest lecturers exists for the enterprise and production economics aspects of this program. It would be advantageous for the program to outline the FTE commitments for each staff involved in the program to ensure the staff workloads and commitments are met and balanced at both ends. Faculty instructing these courses taken on as overload may not be in a sustainable position.

Access to TRU resources, personnel (instructors from Natural Science Department etc.) could be investigated and potentially used more to benefit this program. Areas of TRU resources being accessed as well could include counseling, marketing and recruitment, and administrative support. While marketing and communications support appears to exist, it may be underutilized by this program. Stakeholder engagement and delegation of duties to supportive administration could be put into place to both formalize the coordination and to spread the duties to others already employed in the institution.

Admission requirements are set at a minimum with first come first serve model. The current admission requirements seem to be appropriate for admission into the program and for the concepts taught in this program. Students could be evaluated on an individual basis regarding how they meet prerequisites since the program supports mature students with experience that could be a substitution for some academic credentials. Grading criteria is not standardized throughout the program so an area the program team could investigate.

Students appreciate the expertise and exposure to the industry professionals. Recent communications with students identified more connection with industry professionals was desired. Student demographics in this program vary from high school graduates, to mature students, to students carrying various educational credentials. This program is very appealing and sought from various learners, locally, cross provincially and to some degree internationally. Equity gaps appear well served with excellent community and institution models and processes in place to appeal to indigenous and rural learners. Elders as stakeholders are well engaged as are rural/ranching industry representatives. Where the program team recognizes potential gaps in learning with students admitted into the program, the program team makes necessary accommodations to elevate those gaps and supports have been put into place to support students. Early alert strategists with the program lead provide lots of support to students to set them up for success in this program.

Governance and Resources

Comment on the program's governance, operations, and the adequacy of available resources (e.g., facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc.).

The program relies on the Williams Lake campus and community to host field days/labs relevant to the course learning outcomes. Reliance on adequate internet coverage, cell service and computer technology is high given the remote learning locations of many students. This concern falls equally to the students as it does to TRU.

Financial support (Provincial, TRU and community) for the program appears positive but enrollment is below the cost recovery threshold which begs the question of how long this is sustainable? If enrollment were to increase, the existing faculty may not be able to keep up with workloads and host ranch numbers would also need to be increased. This may not be an issue as out of province placements could increase at a higher rate than regional ones, but the strain on current faculty workloads would be evident, especially the program lead.

The implementation of a program curriculum review committee from the program team would be favorable. Having this ongoing structure in place would allow committee members to review the program operations, course content and revisions, course assessments and best practices shared along with any needed decision making on a regular basis. It is understood that not all instructors in the program are full time nor wish to be committed to such a committee. Individual instructors could still provide input and suggestions to the committee to assist in review and revisions. The integration of technology and research could be topics of conversations within this review committee which would result in action items coming from these conversations. Having a formalized structure, decision making process, and scheduled committee meetings would help support the sustainability of the program.

Barriers presented in the site visit indicated that some industry professionals participating in the program were adverse to the marking commitment of the role. Teaching Assistants could potentially be utilized to assist in the marking load of participating contract instructors. Teacher Assistants in many of the content areas could be accessed via students from TRU, alumni positions, etc. even in a remote environment.

Marketing and recruitment is an underutilized resource from the TRU institution. Having a formalized recruitment and marketing plan for this program would be advantageous. Another external resource is the utilization of partnerships to engage community members and the broader public as a natural resource for advertising and promoting the program. Scheduled field trips or events could be welcoming of the public on a fee for service basis or offered as continuing education credits if stakeholders took a more proactive role in assisting the organization and

implementation of such activities.

Planning and Sustainability

Comment on the overall sustainability of the program, both socially and economically.

- Has the program adequately prepared for current trends in the profession/field, as well adapted to future trends?
- Has the program met the needs of learners today as well as adapting to the needs of future learners?

The program is positioned well to appeal to the current need for regenerative, holistic and sustainable agriculture content. Moreover, the combined business with ag enterprise and local food production aspects make this program strong as an applied offering. Investigation and research in what technology elements could be embedded into the program would be an area to consider for course and program planning and it may be another element to help in marketing the program.

*Learners today are diverse with multiple needs and this program seems to cater to most. Mature students in remote locations have access to the program that fulfills a specific demographics' needs. While internet service may be an issue in some locations, the program attempts to be flexible for all students making it more robust than some traditional in person class programs. The program is very inclusive with its flexible approach to course offerings and student situations. While this may be an advantage for student recruitment, it may be a disadvantage to some outcomes and graduation credentials to insure consistency.

Due to the variety of locations of host ranches and students remaining on self-run operations, communicating to students using a common platform (i.e. Moodle, a calendar or newsletter communication) to inform students of dates and times for in-person events is critical. Students commented that knowing ahead of time the dates and times of in-person events was helpful for them to better organize, and plan for attendance especially when assignments were associated with the activities. Outlining the mandatory learning events that students need to attend could be established while also outlining potential optional events would be valuable for student choice, as well as student success.

Embedding communication / soft skills throughout the program would be advantageous for student success over the 2 year program vs offering an isolated specific course. It was identified during the site visit that students had some apprehension in reaching out to industry professionals, especially after a presentation or field trip as they viewed it as a cold call where they did not have an established comfort level with the person. Looking at course development and revisions it would be advantageous for instructors to determine what skills could be introduced and applied throughout their courses as the students proceed through the program. These might include public speaking, networking, relationship building or gathering of "second opinions". Such skills could easily become components of class/course

assignments and projects.

The relationships being fostered amongst Indigenous communities and the program are growing and gaining more participation in tours and field days. This trust and relationship building is a great foundation for prospective Indigenous students and an asset of the program.

Other

Provide any additional comments that may be relevant to this review, as well as feedback on the program review process.

The program review process was well organized and efficiently run. External reviewers were well prepared. Sufficient time and resources were provided to ensure reviewers had the complete understanding of the process and expectations. Ample time was allowed to prepare the final report. Being able to attend the program review in person as external reviewers was advantageous as it allowed a more complete view of faculty personalities and campus operations. While distance may have been the issue, it would have been ideal to also tour the Williams Lake (WL) Campus or split the time between both TRU and WL. Additionally, interviews with more existing host ranch families could have added value.

Recommendations

Recommendations related to: Curriculum and Assurance of Learning

(add or remove lines as needed)

Recommendation #1 – Curriculum Mapping / Program Review

Recommendation #1a – Vision of Graduate and Program Learning Outcomes

Program team to engage in reviewing and revising Program Learning Outcomes (PLOs) and Curriculum Mapping all courses and assessments to the PLOs.

The Program Learning Outcomes currently are quite specific and relate less to overall skills, knowledge and attitudes of the student in the program. Alignment of all program courses to the current PLOs is lacking and requires attention to establish the breadth and depth of the program. Establishing feedback from industry experts, elders, other stakeholders, and instructors to gain an understanding of what a graduate of this program would acquire for knowledge, skills, and attitudes would be a recommendation to begin this process.

In establishing the PLOs, a recommendation would be to compare this diploma with similar diplomas at the institution and at other Post Secondary Institutions for content load, hours, depth and breadth of the program, assessment structures, and student workload. The number of teaching hours, field days and field trips as well as workload during the program was identified by students as being intense at times - yet worth it after graduation.

Curriculum mapping each course of the program (establishing if the general objectives of each course aligns to the PLOs), would be an exercise to determine gaps, redundancies etc. within the program courses. This mapping process, could foster observations of the alignment of assessments in each course to the course objectives and to the broader PLOs.

Recommendation #1b – Rename/ Marketing / Promotion of Program

Program team and department to explore a program name change, program rebrand, and marketing and promotion plan for program.

Program team and department should determine highlights of the program and include these in the renaming of the program to appeal to both a broader or specialized student audience and potential employer(s) and to better reflect the diploma competencies.

Current students indicated they heard about the program through word of mouth and Google searches. Implementing a marketing strategy and determining the best social media platforms for the various demographics of students would help promote and generate more applications. Dedicating a Marketing and Communications person or plan to help showcase student graduates / alumni, backgrounds and demographics of

students, why they entered the program, what they loved and felt were the foundations of the program, and celebrating alumni stories and successes would be valuable as recruitment and reputation building activities.

To further market the program, highlighting additional connections to TRU programing or research possibilities and other PSI programs for further pathway opportunities for students could be sought. Program marketing of the program should include program overview (highlighting the breadth of learning), program expectations, and program outcomes (what students will learn and where/how it will be applied in future careers).

Recommendation #2 – Developing Credit Courses

Program team and department to revise / redevelop credit courses from existing modules

Redeveloping the modules existing in the program into credit courses, i.e.: establishing 3 credits per course, may legitimize the courses for post-secondary institution transfer credit. The current offering that is 10 credits could be divided into 3, 3 credit offerings with 1 credit for the communications component when assignments or projects have a public speaking, relationship building and/or networking/investigation requirement. It would be advantageous to establish a 1 year certificate credential (30 credits) for students who wishes to stop out of the diploma program. Emphasis on basic applied ranching/farm enterprise skills with field trip and hands-on activities could be the first year focus with additional, more in-depth business enterprise analysis and farm management skills added in the second year. Exiting with a certificate would be more beneficial for students than stopping out with only completing modules. Creating credit courses would provide the potential for students to have Post-Secondary transferability and it would be a marketing advantage to highlight all pathways from this certificate and diploma.

Recommendation #3 – Structure of Practicum

Program team to create and formalize a practicum structure for the host ranch component of the program.

Both current and alumni students commented the practicum experience(s) of working on host ranches, or on their own enterprise was beneficial for their learning but identified there were inconsistencies between individual experiences. Areas that students identified as being different included work expectations, hour expectations, levels of student responsibilities, host responsibilities and living conditions. Creating a formalized structure to be used with a host or self-run operation would establish more consistency for the student experience and formalize a process for assessments and evaluation. A baseline of ranch or enterprise work and responsibility expectations, regardless of enterprise or sector, would need to be determined. Also, minimum length of time or range of time required and optimal time during the year (seasonal aspects to enterprises i.e. calving, harvest etc.) might be required documentation. Incorporating a performance review that a host could use with a student could serve to provide feedback and establish competencies being improved or mastered. Topics the host could provide feedback on may include the communication, time management, pro-activeness, work initiative or other soft skills the student

demonstrates. At a minimum these could be compared at the start and end of the placements much like onboarding and exit interviews with employees.

In addition to the formalized structure of the practicum experience, a foundation of this experience should be the student to seek “new learning” and not continue to do what they have done previously. Although students may come from a similar operation or self-run operation, a component of new learning, learning a different way of completing the same task would foster more knowledge and growth. Taking on new roles in an operation that perhaps the student has not yet experienced would allow for a low-risk opportunity for the student to gain, or develop more or advanced skills. Incorporating student created learning objectives and expectations into this process would help individualize the experience and the learning during the practicum.

Recommendation #4 – Course Revisions and Recommended Additions

Recommendation #4a – Incorporating General Ranch Knowledge / Maintenance **Program team to establish any gaps or skill areas that could be included in a broader sense of ranch maintenance and knowledge.**

Exposing students to skills required to efficiently own, operate and maintain a ranch enterprise is foundational to this program. Students commented on the importance and learning that happened in the hands-on demonstrations and presentations. Fencing would appear to be a focus in the program where other skills and abilities could also be included such as an overall ranch maintenance approach. Areas that could broaden the breadth of knowledge could include general maintenance and operations of facilities and infrastructure (pumps, wells, basic electrical (code), basic construction, motors/mechanical operations etc.).

Providing students with choices of electives may be appealing if students are coming with previous background or experience. It is an area where micro-credentialing could be explored to establish knowledge and skills in various areas students feel are more applicable than others, or the opportunity to explore new, unfamiliar areas. Providing choice for students on what activities they want to participate in, while making some areas mandatory provides a great marketing and student experience opportunity. Having students research and seek out experiences they could participate in could also elevate the pressure of the program team to determine and organize all opportunities.

Other areas students identified as gaps to their experience in the diploma included: more environmental learning, insurance (life, house, land etc.) resources, taxation information, and more exposure to animal husbandry from birth to processing and livestock nutrition and health. Because this is a two year diploma, the emphasis would be on exposing students to areas they may want to seek further education in beyond the diploma. Course content does not need to include every technical aspect in detail, but should also build the basics of developing a farm resource team that includes the who and where to find such expertise listed above and also the programs, grants and support available within and for the agriculture industry (government or other).

Developing a mentorship program and more engagement between industry professionals and students is an area that alumni students were seeking. Incorporating activities during the program where students researched and collected information from industry and professionals to then make informed decisions or present their findings could be an example of having students participate and network with industry. An idea explored during the site visit was having the public engage in these demonstrations or field trips and guest speaker presentations that could be a revenue generating opportunity.

Recommendation #4b – Embedding Communication / Soft Skills Content

Program team and department to revise program courses to include competencies pertaining to workplace professionalism, workplace communication, time management, leadership, organizational skills, networking skills, social media presence and etiquette, and question development and techniques.

Students and instructors identified the area of communications as a gap in the program. Students commented on not having the skills / confidence to seek more input or engagement from presenters and industry experts beyond what was offered in the program presentations. Instructors identified students were lacking networking, relationship building and questioning skills and could benefit by engaging in a professional arena beyond demonstrations (such as sitting on committees and being part of associations). Competencies of building interpersonal skills and how to build confidence in presenting or public speaking, developing questioning techniques, report writing, test taking, and perhaps professionalism and etiquette using social media could be included across a variety of courses in the program.

Recommendation #4c – Addition of Foundational Research Skills and Knowledge

Program team and department to establish and incorporate foundational research skills needed for a diploma level program, what faculty would be engaged in this area and in what content areas would be appropriate for the diploma.

The introduction of basic research skills in this diploma would be appropriate for all learners in the program and an area for PLOs revision. Exposing students to research at the diploma level can contribute to further exploration in the research area and potentially provide educational or employment pathways for students beyond the diploma. Including activities and field trips where students can observe research, see how it is conducted, collect and assess data not based only on opinion and see how results are interpreted would serve to assist in more critical thinking. Students creating their own questions and conducting investigations on an area of interest or regarding products used in industry may be a way of introducing foundational investigation skills. As a research resource, TRU could supply the approved research projects each year to this program team and students could identify interest and potential synergies between the two campuses. At a minimum, recognizing credible sources of information and completing more in-depth investigation or gathering of

additional opinions (not relying solely on marketing or testimonial generated information) would be encouraged.

Recommendation #5 – Assessment

Recommendation #5a – Identification of Current Assessment and Assessment Practices

Program team to utilize curriculum mapping exercise to determine and revise assessments and assessment practices in the program.

Using the data provided through the curriculum mapping exercise, the program team can then identify assessment gaps, such as where writing and presenting skills are aligned with the course objectives, variety of assessments used throughout the program, identification of mandatory learning experiences, establishing assessment criteria, establishing formative vs. summative assessments, determining subjective assessments and where there is a need to build more criteria or rubric based assessments, and an overview of student workload. This brings equity to all learners and learning styles.

Recommendation #5b – Assessment Professional Development for Instructors

Program team and department to organize and provide professional development in the area of assessment and best practices in assessment for instructors.

Providing professional development in assessment, instructor skills sessions, resource availability, and mentoring support for instructors would be advantageous for both program consistency and authentic assessment. Areas to consider would be developing rubrics, formative and summative assessments, developing effective group work assessments (individual accountability within the group), sharing sessions amongst instructors to bring awareness to assessment practices and providing opportunity for engagement and potential synergies between instructors and course content, projects etc.

Recommendations related to: Student Achievement

(add or remove lines as needed)

Recommendation #1 – Student and Industry Engagement

Program team to create networking events and set up mentorship opportunities for students

Alumni students in the program identified the benefit of engaging with industry professionals through field days, and demonstrations. Students identified a desire to have more exposure to these professionals after the program and while employed. Engaging with industry professionals, creating mentorship connections, and building relationships can strengthen the community students are seeking in their ranching and enterprise experiences. Providing students the opportunity to engage and become leaders through these experiences is a valuable learning outcome. Stakeholders like the cattle industry or other commodity groups should see the value

in participating in developing adult education, continuing education or extension presentations of benefit to both their membership and the students. Opportunity exists for the program lead to delegate duties related to promotion and planning of guest speakers or field trips to the industry groups to increase attendance and generate revenue for either the ASUR program or BC commodity group.

Additionally, foreign degree or graduate students that desire animal handling experience to compliment their academic credentials for future careers in animal sciences are a demographic that would pay or provide light labour in exchange for an experience to develop competent animal handling skills. This is another area that could be investigated with TRU's animal handling committee to gauge demand and develop such a micro-credential or certificate linked to the ASUR program.

Recommendation #2 - Equity of Learners

Program team to identify learner needs, experiences, interests, past educational experiences through student questionnaire, and shared repository for program team.

Students entering the program come from a variety of backgrounds, lifestyles, ages, life and industry experience, education and interests. Some work is currently being done to engage with individual students upon acceptance into the program. However, a broader collection of student data would be beneficial for all instructors to have access to as they plan for their course delivery with each cohort. Understanding the similarities and differences between the students as well as interests and learning needs would be advantageous for supporting the early identification of struggling students, student retention, course delivery and accommodations needed. Knowing in advance student's educational and experiential backgrounds would be advantageous for all instructors to be aware of to help plan for group dynamics and areas of mastery or needed skill development. Valuable reporting of student interests, what they are hoping to gain and learn from the program as well as fears, or anxieties in entering the program could be documented and shared especially if new faculty join..

Connectivity of remote learning situations was identified as a concern for some rural students. Having students participate in host ranches at great distances also created a concern with regard to participating in demonstrations and field days and connecting into courses during peak ranch work times. Establishing a structure for practicum and an internal communication plan for informing students could alleviate these concerns. Again, such information gathering is likely done informally by the program lead but the process to formally document it by using administrative resources and support should be explored to not overload the current faculty.

Recommendations related to: Governance and Resources

(add or remove lines as needed)

Recommendation #1 – Governance and Operations of Program

Recommendation #1a – Establish Program Curriculum and Review Committee

Program team and department to identify members from the program team to meet to review program curriculum, and revisions.

Implementing a program curriculum and review committee from the program team will foster more collaboration and discussion amongst program members and relieve this work from 1 or a few members. Revisions in the program such as course updates, identification of redundancies, assessment alignments, and changes can be done on a regular basis with input from a variety of members and expertise. Program awareness such as admission requirements, student demographics, discussions and decisions can be made from a team perspective and implementing new initiatives and synergies can be shared amongst all. If members are unable to actively sit on a committee (due to contract hires), providing feedback to the group would be helpful to determine trends and needs of the industry and help keep the program current. Making plans to engage industry and partnerships to help with program promotion, public engagements etc. can be done in a team approach with subcommittees, administrative assistance etc. as opposed to it being done by one faculty member.

Recommendation #1b – Communications with Students

Program team and Moodle Assistant to establish an internal communication plan

Students identified a communication gap in the operations of the program. Mature students with families, in particular, identified the need to know dates well in advance of field trips and external presentations / demonstrations so they could make arrangements to attend. Developing an internal communication plan with advanced planning to help students best prepare to attend specific learning opportunities would aid in student success and experience.

Recommendation #2 – Resources

Recommendation #2a – Assistants / Personnel as Resources

Program team to identify where assistance is needed i.e. Teacher Assistant, Administrative Assistant

An Administrative Assistant role could be used as a connection between partnerships and the program for support, promotion, events, public engagement and revenue generating opportunities etc. This role could support ideas and initiatives from the program team and assist with the instructor workload for such activities. In considering succession planning, perhaps this role could be utilized for when a replacement program manager is needed. The potential for adding this person from a communications and business area background to help with the succession planning for the current faculty may be advantageous.

Leveraging partnerships to promote the program and utilizing their resources would be advantageous and relieve the current faculty member. Fostering more public engagements and invitations for activities happening in the program would be a marketing strategy.

Recommendation #2b – Determine Technology Needs for the Program
Program team and department to identify technology needs within the program and establish a multi-year plan for incorporating, maintaining technology needs

Identifying technology trends in the industry and what the long term goals of the program are with regard to technology would be valuable. During the site visit it was established there is funding available if the program team wanted to explore this area. Connecting with industry for feedback and interest would be beneficial for the program to establish relevance and growth in this particular area. Areas that could be explored and that could also support research areas and interests are: soil and temperature sensors, weather stations, food monitoring and traceability systems, heat maps and GIS, drones, body conditioning, plant growth and scoring applications and software, pond, tank and water monitoring devices, biometric sensor ear tags, apps used in livestock to determine performance etc.

Program plans, instructor interest and engagement for implementing and engaging in technology objectives needs to be established as well as a longer term plan for maintenance and updating resources (as mentioned in Planning and Sustainability section).

Incorporating technology, initially on a small scale, could be advantageous for marketing the program. Discussions with the program team and the department may elicit ways to leverage resources, personnel, and technology opportunities within the TRU institution and WL community. Partnering with other programs or institutions that are incorporating technology approaches would be a great way to connect students.

Recommendations related to: Planning and Sustainability
(add or remove lines as needed)

Recommendation #1 – Learners of Today and Future Learners

Program team and department to create a repository of teaching and learning and digital assets for the program.

Current and alumni students made reference to not having resources of field days, demonstrations, presentations after the scheduled date outside of a rough recording of the event. Students expressed that due to timing and a lack of advanced communication they were sometimes unable to attend various hands on and face to face learning experiences. In these circumstances it may have been advantageous to have a repository of information, documentation, more professional video etc. of the

event(s). A consistent and common calendar of events, dates and times so students could make arrangements to attend would be beneficial for student participation and success. It was also expressed that students were still required to submit deliverables for these events even if they were not in attendance. Offering student choice of events to attend, identifying mandatory events versus some choice events with advanced planning would benefit student achievement and satisfaction.

Dedicating time and funding by the department to build digital assets for the program with regard to these unique experiences, seminars etc. would be advantageous for: students, instructors, sustainability of courses, marketing resources, and potential for building an online cohort for international students, inclement weather, as well as a repository for current and graduate students to have for future reference.

Recommendation #2 - Sustainability of Program

Program team and department to explore partnerships with international recruiting agents for entry into the program either year 1 or 2.

There is evidence of international interest in this program and international students have indicated the learning they receive is beneficial for them to then apply in their home country. Future consideration for growth in this program may be through creation of an international cohort model using remote learning and a hands-on experience such as attending in person in the second year. Transitioning into the second year from a transferable certificate or diploma may be a pathway. This is certainly a future idea to explore and not a necessity at this time.

Commendations

Commendations related to: Curriculum and Assurance of Learning

(add or remove lines as needed)

Commendation #1

Alignment with Indigenous perspectives and having elders input positions this program well. It is an obvious core touchpoint for partnerships with indigenous groups. Significant relationship building has started with participation of elders in field trips and lectures showing great connection and trust building.

Commendation #2

Program breadth of knowledge is an area to be celebrated. Business, science, environment, trades and other experiences contributing to a variety of knowledge and skills gained in the host space have been beneficial. Some unique examples include: homeopathy, bees, plants, greenhouses, protein processing. Course offerings

directed at financial and business aspects were deemed exceptional by both students and industry. Furthermore, students appreciate and value the feedback from the instructors beyond their grades and in relation to learning experiences.

Commendation #3

Applied work placement scenarios through host ranches provide different experiences and new learning even if the students have previous experience in that area. This is unique to this program and much different than what a traditional in-class or conventional diploma might offer.

Commendations related to: Student Achievement

(add or remove lines as needed)

Commendation #1

The accommodating approach of this program that supports learning styles, student situations and expectations positions this diploma well to appeal to diverse groups requiring flexibility. Combinations of industry engagement, host ranch interactions, hands-on experiences and in class group or individual learning with a variety of enterprises explored creates dynamic learning situations. Idea sharing and mentor models encourage inclusivity and foster an environment that supports student success. Additionally, the opportunity to trial a variety of different enterprises under a low risk scenario allows exploration of viability without having to make a large investment.

Commendation #2

Expertise of instructors with impressive credentials and industry experience is of tremendous value to student learning and sets students up with valuable networking opportunities. With instructors/guest lecturers coming from large associations and committees, the succession of instructors isn't an issue but becomes a matter of utilizing existing relationships.

Commendation #3

Students praise the program as it fosters lifelong connections and creates their ag network in many cases. Students use their learned skills from the program for decision-making especially related to business aspects. The initial practice gathered through the program is foundational in providing the experience. Comments from students that they didn't know what they wanted to learn about but then realized it was beneficial to be exposed to the variety of enterprises because it was useful for their employment/career is reassuring. Some students have moved into being self-employed as a result. Hands on activities and face to face events were very beneficial. Students support block delivery of course subject matter. The concentrated learning makes both expectations and deliverables manageable because it would be too difficult with multiple courses offered in the same time frame.

International perspective in this program is appealing and the content can be applied in their home country. Particularly the business aspects, animal science, sustainable ranching and learning processes have applicability.

Instructors bridge the experience and learning gaps of students by grouping and pairing them for optimal learning opportunities.

Commendation #3

Community support and demand for the course focuses on practical aspects of ranching and indigenous land use.

Commendations related to: Governance and Resources

(add or remove lines as needed)

Commendation #1

Student support services on William Lakes campus for studying, financial matters, tutors, early alert and detection of struggling students is robust. Moodle coordinator and/or assistant is extremely helpful for support and consistency across courses and program.

Commendation #2

Strong community and industry support for the program is encouraging.

Commendations related to: Planning and Sustainability

(add or remove lines as needed)

Commendation #1

Dual credit expansion is a good avenue for prospective students into the program. During the site visit, indications of significant partnerships with local secondary schools was evident.

Commendation #2

Cohort learning and indigenization of the program is positive as they learn from each other and build lasting relationships.

Program Review: Action Plan Applied Sustainable Ranching

Curriculum and Assurance of Learning			
Goal:			
Program team to reassess the overall curriculum to connect it to overall university/faculty/department learning outcomes.			
Tasks to Complete the Goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i>			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Review and revise Program Learning Outcomes (PLOs) and complete Curriculum Mapping	Link program learning outcomes to curriculum using curriculum mapping	1-3 years	Department Chair and Program Coordinator
Explore a program name change, program rebrand, and marketing and promotion plan for program.	New name that better reflects the program	1-2 years	Dean, Department Chair and Program Coordinator
Revise / redevelop credit courses from existing modules	New credit structure that better matches the university structure of 3 credits per course	1-2 years	Dean, Department Chair and Program Coordinator
Create and formalize a practicum structure for the host ranch component of the program.	Create or modify a course to allow for credit for on farm learning	1-2 years	Dean, Department Chair and Program Coordinator
Revise program courses to include competencies pertaining to workplace professionalism, workplace communication, time management, leadership, organizational skills, networking skills, social media presence and etiquette, and question development and techniques.	Once the new course structure is developed, include the new learning outcomes in the courses	1-3 years	Dean, Department Chair and Program Coordinator

Establish and incorporate foundational research skills needed for a diploma level program, what faculty would be engaged in this area and in what content areas would be appropriate for the diploma.	Include a course focused on research	1-2 years	Program Coordinator
Utilize curriculum mapping exercise to determine and revise assessments and assessment practices in the program.	Creation of a curriculum map	1-3 years	Association Dean, WL Campus, Department Chair and Program Coordinator
Organize and provide professional development in the area of assessment and best practices in assessment for instructors.	Provide professional development opportunities for instructors	3-5 years	Association Dean, WL Campus, Department Chair and Program Coordinator

Student Achievement			
Goal:			
Improve student experience and adapt to individual learning needs			
Tasks to Complete the Goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i>			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Identify learner needs, experiences, interests, past educational experiences through student questionnaire, and shared repository for program team.	Creation and application of the questionnaire. Creation of a location to store the data.	1-3 years	Department Chair and Program Coordinator

Governance and Resources			
Goal:			
To improve oversight of the program through continuous review			
Tasks to Complete the Goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i>			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Identify members from the program team to meet to review program curriculum, and revisions.	Creation of a review team and ongoing reviews	Ongoing 1-5 years	Department Chair and Program Coordinator
Identify technology needs within the program and establish a multi-year plan for incorporating, maintaining technology needs.	Review team to meet at least annually to review technology needs. In year 1 or 2 create a multi year plan.	Ongoing 1-5 years	Association Dean WL Campus, Department Chair and Program Coordinator
Establish annual meetings of faculty and industry advisory board, to improve communications and continuous improvement.	Maintain advisory board and meet at least once a year	Ongoing 1-5 years	Associate Dean WL Campus, Department Chair and Program Coordinator

Planning and Sustainability			
Goal:			
Ensure continuity of resources and relationships with TRU World and Education Coordinators			
Tasks to Complete the Goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i>			

Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Create a repository of teaching and learning and digital assets for the program.	Creation of repository	1-3 years	Associate Dean of WL Campus, Program Coordinator
Explore partnerships with international recruiting agents and education coordinators for student entry into the program either year 1 or 2.	A report outlining what partnerships were explored and if applicable, the creation of new partnerships	1-5 years	Associate Dean of WL Campus, Department Chair and Program Coordinator
Goal:			
Succession planning			
Task	Key Milestones or Measurable Outcome(s)	Timeline	Responsibility
Ensure continuity in the program by planning for retirements	Annual review of when faculty may retire. If retirement is forthcoming, establishing a plan to replace them.	1-5 years	Associate Dean of WL Campus, Department Chair and Program Coordinator

**EDUCATIONAL PROGRAMS COMMITTEE (EPC)
REPORT TO SENATE FOR SEPTEMBER 2023**

Based on the proceedings of the September 6, 2023 meeting of the Educational Programs Committee (EPC), the following approvals are reported to Senate for information purposes:

Program Modifications

1. Adventure Guide Certificate
2. Adventure Guide Diploma
3. Bachelor of Business Administration, Major Program
4. Bachelor of Computing Science, *OL
5. Bachelor of Science, Minor in Physics
6. Post-Baccalaureate Diploma in Economics

New Courses

1. EXPL 3100 Connecting Life Experiences and Career Design
2. GEOG 4280 Graduating Seminar in Geography and Environmental Studies
3. INDG 2100 Local Indigenous Approaches to Sustainability
4. MATH 3100 Introduction to Mathematical Computing
5. PHYS 4150 Particle Physics
6. POLI 1400 Queer Activism
7. POLI 3110 Canada and the Asia-Pacific
8. POLI 3120 The Politics of Corporate Social Responsibility
9. POLI 4100 The Politics of China
10. POLI 4120 Human Security

Course Modifications

1. BLAW 2910 Commercial Law
2. BLAW 3910 Real Estate Law
3. BLAW 3920 Employment Law
4. CMNS 2290 Technical Communication
5. CMNS 2450 Introduction to Graphic Design
6. CMNS 2460 Multimedia Design and Technology
7. CMNS 3450 Applied Graphic Design
8. CMNS 3460 Projects in Multimedia Design and Technology
9. CRWR 1150 Introduction to Creative Writing
10. CRWR 2060 Creative Writing – Fiction
11. CRWR 2070 Creative Writing – Drama
12. CRWR 2080 Creative Writing – Poetry
13. FILM 3250 Quebec Cinema in Translation
14. GEOG 3700 Field Studies in Geography and Environmental Studies
15. JOUR 4110 Special Topics in Journalism
16. MATH 3030 Introduction to Stochastic Processes
17. MATH 3220 Abstract Algebra
18. MATH 4240 Differential Geometry
19. PHYS 1250 Electromagnetism and Thermodynamics

EPC REPORT TO SENATE SEPTEMBER 2023

20. RGEN 2050 Comprehensive Business and Operations Plan

Approved curricular changes can be viewed on CurricUNET at <https://www.curricunet.com/TRU/>

To access the approvals, hover over the “Search” tab and select “Course” or “Program.” Proposals can be accessed by entering the course subject acronym and number or program title. Select the “Active” version of the proposal (red text) and choose the “AF (All Fields)” report to view the full proposal document or the “CC (Comparison)” report to view what was modified. AF and CC report icons are located to the left of the proposal title.

Respectfully submitted on September 8, 2023 by

A handwritten signature in black ink, appearing to read 'Smyrl', with a small dot at the end.

Shannon Smyrl, Chair, Educational Programs Committee