



**THOMPSON  
RIVERS  
UNIVERSITY**



**INDIGENOUS**  
2022-23 VIEWBOOK  
Find your TRU



# Hello! Welcome!

## **Weyt-kp**

*Secwepemctsin*

## **hunilht'ih**

*Tsilhqot'in*

## **Dahooja**

*Southern Dakelh*

## **Hadih**

*Northern Dakelh*

## **k'althwá7acw**

*Lillooet/Státimcets*

## **way**

*Syilx*

## **Yaw**

*Nuxalk*

## **ʔéx kʷn**

*Nlaka'pamux*

## **Tawnshi**

*Michif*

## **Atelihai**

*Inuit/Inuktitut*

## **Tansi**

*Cree*

## **Aniin**

*Ojibway/Anishinaabe*

### **Territorial Acknowledgment**

The Kamloops and Williams Lake campuses are both situated on the traditional and unceded Secwépemc (Shuswap) territory.

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.

## Feel at home here

You are not alone in your journey at TRU. Located in south-central BC and surrounded by numerous First Nations, our university continues to build its network of supports and services. While many of our students come from the region and are Secwépemc, Dakelh, Tsilhqot'in, St'át'imc, Okanagan, Nuxalk, Nlaka'pamux, Métis or Inuit, we welcome Indigenous students from across the country and around the globe. We are right here for you.





## Self-identified Indigenous Students

2,901

TOTAL UNIQUE COUNT

2,023

ON CAMPUS ONLY

1,051

OPEN LEARNING ONLY

173

DUALLY ENROLLED

### Percent of Total Student Population

**11%**

Kamloops

**30%**

Williams Lake

**6%**

Open Learning

### Origins

**90%**

from BC

**57%**

from TRU region

**10%**

from out of province

### Identity

**71%**

First Nations

**28%**

Métis

**1%**

Inuit

*\*Per data as of August 2021 from TRU Integrated Planning & Effectiveness (IPE)*

### Message from the President

Making the decision to attend university is a big step. And for some of you, you may be the first in your family, or in your community. I congratulate you as a university education has lasting impacts, not only for you personally, but for those around you.

At Thompson Rivers University, we are dedicated to the success of Indigenous learners. One of our distinctive characteristics, that sets us apart from other universities, is the strength of our relationship and commitment to Indigenous communities and students.

We honour and recognize the history of the region and its first peoples, beginning with the Secwépemc on whose lands our Kamloops and Williams Lake campuses are situated. We continue to grow in our relationships with all the Indigenous peoples of our region and beyond.

We are committed to indigenization, to being a leader among Canadian universities in our country's journey of Truth and Reconciliation, and to supporting the resurgence of Indigenous rights. It's seen in our strategic priorities and embedded in our everyday practice, and exemplified in our campus-wide Coyote Project.

Ultimately, our hope is that you, along with all students, find in TRU, a place of belonging and learning.

**Brett Fairbairn,**  
*TRU President and Vice-Chancellor*







### Message from Special Advisor to the President on Indigenous Matters

Weyt'kp Xwexwet'tep,

As Special Advisor to the President on Indigenous Matters, I focus on leading the development of a collective vision, set of values and strategic direction for indigenization at TRU. I work within the university and externally with the community to ensure the implementation of dynamic and transformative Indigenous initiatives. Most importantly, at TRU we honour and implement Truth and Reconciliation recommendations and also the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) for universities in a manner that is aligned with TRU's strategic priorities related to indigenization.

As a member of the Secwépemc community of Cst'elen (Adams Lake), I fully recognize the traditional territories of Tkemlups te Secwépemc (Kamloops) and T'exelc (Williams Lake) on whose traditional lands our two campuses are situated. TRU continues to work in partnership with Indigenous communities to successfully recruit, retain and graduate Indigenous learners.

TRU continues to respect the Secwépemc values of Kweseltnews (value of relationships), Knuwetsuts (value of individual strength and responsibility), Etsxe (value of knowing your gifts) and Mellelc (value of renewal). TRU continues to educate both Indigenous and non-Indigenous learners on Indigenous philosophy, and our students benefit by becoming respectful leaders within their chosen field.

**Paul Michel,**  
Special Advisor to the President  
on Indigenous Matters



### Message from Executive Director of Indigenous Education

Weytk -xwexwéytp!

Tina Matthew ren skwekst te Simpcw re st7é7kwen. My name is Tina Matthew and I am from Simpcw First Nation, which means "People of the Rivers." Both of TRU's campuses are located in Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc nation, and I would like to thank Tkemlups te Secwépemc, the First House, and T'exelc (Williams Lake Band), Second House, for allowing us as guests in their beautiful territories. The TRU service area also includes the St'át'imc, Nlaka'pamux, Nuxalk, Tšilhqot'in, Dakeh and Syilx nations.

Thompson Rivers University is happy to host a wide range of Indigenous (First Nations, Metis and Inuit) students. The Indigenous Education office is the administrative body that supports TRU with implementing the TRC 94 Calls to Action, UNDRIP, into all levels of the university. We are broad-based and work closely with all TRU employees specifically on indigenization efforts. We also support Indigenous (First Nations, Metis and Inuit) employees. We are happy to connect TRU with the surrounding Indigenous communities and organizations for research, partnerships, and collaborations that will benefit TRU, communities and all students.

We support and work closely with Indigenous Student Development (Cplul'kw'ten House 4) to ensure students receive the spiritual, emotional, academic and financial supports to succeed. We host a number of Indigenous cultural events throughout the year with our TRU partners, and share event invitations with all staff and students to join in. We are happy to work closely with the local Indigenous communities to ensure training needs are being addressed.

We want to be your university of choice. Join us!

**Tina Matthew,**  
Executive Director Indigenous Education



### Future Students Office

"Qelmucw" means "all people" in Secwepemctsin, and is now generally used to refer to all Indigenous people. Qelmúcw Student Recruiter-Advisors are your first contact as an Indigenous student exploring and applying to TRU, and they'll be there to support you through admissions, funding, housing and the registration process.

Phone: 250-828-5006

Email: [futureindigenous@tru.ca](mailto:futureindigenous@tru.ca)

# Services for Indigenous Students

There is support for you throughout your entire journey with TRU. Before you apply, you can connect with one of our Qelmúcw Student Recruiter-Advisors to navigate the admissions process, right up until you have accepted an offer of admission.

## Cplul'kw'ten

*kuh · plul · kuh · tin*

At the Kamloops campus, your home away from home as an Indigenous student is Cplul'kw'ten, which means "The Gathering Place" in Secwepemctsin. Williams Lake campus has The Gathering Place.

### UNDERSTANDING & UPLIFTING C G

Services are intended to remove the gaps to success in higher education for Indigenous students and ease the transition to university.

### WEDNESDAY SOUP CIRCLES C G

Soup Circle Wednesdays are a weekly opportunity to connect with fellow students and enjoy free food.

### LEARNING CIRCLES C G

Upon request, students can arrange mini-workshops on areas of interest and collaborate with like-minded people to shape their education.

### ACADEMIC SUPPORTS C G

If you need support on a particular subject, guidance on an essay or just a hand in navigating the world of academic journals, you can arrange to have a subject librarian work with you one-on-one. Tutoring can also be arranged. Computers are available if you simply want a quiet, familiar place to work.

### INDIGENOUS MENTOR PROGRAM C G

This program makes the transition to university easier for new students, and provides training to more experienced students who wish to share their knowledge. Mentorship can range from one-on-one to group activities.

### ELDER IN THE HOUSE PROGRAM C G

The importance of learning from our Elders spans across First Nations, Métis and Inuit cultures. Our Elders provide traditional consultation, conversation and guidance.

### COUNSELLING SERVICES C G

TRU counsellors promote and support the career development, academic success and personal growth of all TRU students. Students can request to meet with an Indigenous counsellor who can provide professional services firmly rooted in Indigenous culture.

### MATH HELP CENTRE C G

Find math and statistics help from TRU faculty and upper-level students, available during any of your courses at TRU.

### HEALTH AND WELLNESS C

On-site counselling is offered three days a week at Cplul'kw'ten and all week long in Old Main. You'll also find a social support system to help enhance your sense of community at TRU, and advocates on important issues like discrimination and harassment. As well as potlucks, social events and other fun events in a culturally-safe space.

### MEET WITH A LIBRARIAN C G

TRU Librarians are a great resource to get help with your research, and you can make an appointment online to meet and discuss your project.

### WRITING CENTRE C G

Book an appointment or drop in for feedback on your writing at any stage of the writing process—from assignment interpretation and idea generation, to sentence structure and grammar, and research and citation.

C Service available at Cplul'kw'ten

G Service available at The Gathering Place in Williams Lake

**Find more information on services available on the TRU Kamloops and Williams Lake campuses:**

Cplul'kw'ten on the Kamloops campus: [tru.ca/gatheringplace](https://tru.ca/gatheringplace)

The Gathering Place on the Williams Lake campus: [tru.ca/wl-gatheringplace](https://tru.ca/wl-gatheringplace)



Cplul'kw'ten (House 5), Kamloops campus



The Gathering Place, Williams Lake campus

# COYOTE PROJECT

The Coyote Project is TRU's roadmap to achieving the Truth and Reconciliation Commission's calls to action. It has united all of TRU in creating a campus that is welcoming and supportive to all, especially Indigenous students and staff. Faculties and departments are addressing barriers to recruitment, retention and completion for Indigenous students.

[tru.ca/coyote](http://tru.ca/coyote)

## Faculty of Adventure, Culinary Arts and Tourism

Adventure guide program students worked with Simpcw First Nation to develop mountain bike trails. Students also examined cultural aspects of fishing, canoeing and other activities with Indigenous youth.

## Faculty of Arts

The faculty is recruiting Indigenous faculty members, indigenizing course content, building a language and culture course, creating a cultural camp designed by elders and developing a peer support/mentorship program to increase retention rates for Indigenous students by hiring 10 student mentors (seven of whom are Indigenous).

## School of Business and Economics

Aiming to improve Indigenous student completion, particularly in post-baccalaureate and graduate programs, and building plans to have at least one indigenized course in every major. Partnership with the Tulo Centre of Indigenous Economics.

## Faculty of Education and Social Work

Rewriting curriculum to indigenize readings, course content, assessments and learning outcomes. A minimum of three new courses relevant to Indigenous advancement in education and social work professions are under development.

## Faculty of Law

Achieved 100 percent completion rate since opening in 2011. Faculty members take first- and second-year students to First Nations communities to put Indigenous issues into context.

## School of Nursing

Promotes Indigenous and cultural safety and is one of the first university programs in Canada to do so. Initiated a research project called *Indigenous Knowledge in Nursing: Coyote's Teaching*. The school expects to enhance its teaching and learning environments so Indigenous students feel welcome and non-Indigenous students are more culturally aware.

## Faculty of Science

Mentors go to elementary schools to bring more Indigenous students to summer camps, aiming to take the mystery and intimidation out of science and provide engaging and experiential learning.

## Faculty of Student Development

Works with Indigenous students in the Knowledge Makers program to find out how they are being served and supported, with a goal of addressing gaps and filling needs.

## School of Trades and Technology

Offers trades and technology sampler and foundation programs in communities beyond Kamloops, reducing the need for transportation to, or accommodations on, campus.

## Open Learning

Promotes the indigenization of the Open Learning curriculum by developing an open textbook on Indigenous histories. The online and distance division of TRU is also working to identify technology-enhanced teaching and learning practices that support and promote Indigenous teaching and learning.

## Library

Some Library signage was made bilingual, in English and Secwepemctsin, and more bilingual signs are planned. Acquiring new Indigenous resources will support on-campus indigenization of curriculum. Off campus, the Library is developing partnerships with nearby First Nations to provide preservation and archival expertise of information, knowledge and special collections.





# Degrees, Diplomas and Certificates

[tru.ca/programs](https://tru.ca/programs)

Whether it's a career with your nation, or elsewhere, there are many pathways you can take with a TRU education.

## ADVENTURE, CULINARY ARTS & TOURISM

### Degree

Bachelor of Tourism Management

### Diplomas

Adventure Guide L

Events & Conventions Management L

Resort & Hotel Management L

Sport Event Management L

### Certificates

Adventure Guide L

Professional Cook Level 1 & 2  
(Culinary Arts)

Retail Meat Processing Foundation

## ARTS, HUMANITIES & SOCIAL SCIENCES

### Degrees

Bachelor of Arts

Bachelor of Fine Arts (Visual Arts)

Bachelor of Interdisciplinary Studies

### Diploma

Visual Arts L

### Certificates

Aboriginal Studies I

Cultural and Social Explorations

Literary and Art History

Painting and Drawing L

Visual Arts Studio L

World Languages and Cultures

## BUSINESS, ECONOMICS & MANAGEMENT

### Degree

Bachelor of Business Administration

### Diplomas

Accounting Technician L

Executive Assistant L

Management L

### Certificates

Administrative Assistant L

First Nation Applied Economics T

First Nation Taxation Administration T

## EDUCATION

### Degree

Bachelor of Education – Elementary EA

Bachelor of Education –  
Secondary STEM EA

### Diploma

Early Childhood Education L

I Indigenous focused content

T Delivered through the Tulo Centre of Indigenous Economics located in Kamloops

EA Equity Admission programs in which seats are reserved for those who self-identify as Indigenous and meet admission requirements

L Laddering programs allow students to apply credits earned in previous post-secondary studies towards a higher-level program

*\*Williams Lake campus offers different options including certificates, trades, degrees and university preparation courses. Visit [tru.ca/williamslake/programs](https://tru.ca/williamslake/programs) for the full list.*





## HEALTH SCIENCES

### Degrees

Bachelor of Science in Nursing EA

Bachelor of Health Science  
(Respiratory Therapy Dual Credential)

### Diplomas

Practical Nursing  
(Williams Lake Campus) L

Respiratory Therapy L

### Certificate

Health Care Assistant L

## LAW & JUSTICE

### Degree

Juris Doctor

### Diploma

Police & Justice Studies L

## SCIENCE & TECHNOLOGY

### Degree

Bachelor of Computing Science

Bachelor of Engineering in  
Software Engineering

Bachelor of Natural Resource Science

Bachelor of Science

Engineering Transfer (Year 1)

Forestry Transfer

### Diploma

Applied Sustainable Ranching  
(Williams Lake Campus)

Veterinary Technician Diploma

Architectural & Engineering  
Technology L

Computing Science L

### Certificate

Animal Welfare

First Nations Land Management T

## SOCIAL WORK & HUMAN SERVICE

### Degrees

Bachelor of Social Work EA

### Diplomas

Human Service L

### Certificates

Education Assistant and  
Community Support L

## TRADES

### Degrees

Bachelor of Technology

### Diplomas

Horticulture Management

Instrumentation Engineering Technology

Water & Wastewater Technology

### Certificates

Foundation – Construction, Mechanical &  
Welding Trades

Power Engineering 4th Class

Water & Wastewater Utilities





# Beyond the Classroom

We embrace inclusiveness and celebrate Indigenous cultures with events, clubs and many other ways for you to get involved with your campus community.

## Indigenous Awareness Week

### Study Abroad

Indigenous-focused opportunity with universities/communities in New Zealand and Australia

### TRUSU Board of Directors

Indigenous Representative  
Qelmúcw Affairs Committee



Drumming circle  
Powwow club  
Indigenous Law club

IDays

House 4  
Intercultural Ambassador

Annual TRU powwow

Intramural sports

Indigenous graduation ceremony

Cultural activities



Free WolfPack Athletics tickets for students



I have attended TRU for two years and I'm currently a fifth-year student athlete playing for the TRU WolfPack men's basketball team. I am pursuing a Bachelor of Arts with a major in psychology. Being an individual who identifies as Indigenous has allowed me to connect with a variety of resources on campus. I have also met tons of great, friendly people during my time at TRU. As an Indigenous student athlete, I've been able to share my unique experiences with others and promote athletics events for my teams. I am honoured to be a student athlete and an Indigenous individual representing TRU.

– Kyrin Cybenko





# Why self-identify as Indigenous?

When you fill out your application form, you will find an optional section on Indigenous self-identification. By checking "yes," you make it easier for us to advise you about services and events that might be of interest. Your information is confidential.



“It was such an honour to graduate with a Bachelor of General Studies and be named valedictorian for TRU Williams Lake campus. I am Tsilhqotin, born and raised in Tsilhqotin area. I am a fluent Tsilhqotin speaker, and Tsilhqotin knowledge keeper. As an intergenerational day school, and residential school survivor, it has been a difficult struggle to survive. When I walked through the doors of TRU, I was a nervous wreck. I worked so hard to move forward, and be a positive role model for the younger generations. I loved supporting students any way I could in education and sharing culture, language, history, songs, stories and legends. This was a lifetime dream of mine. – **Angelina Stump**



“I chose TRU because I wanted to study computer science and be close to my family at an affordable university. I am from Mount Currie/Lil'wat Nation. The Gathering Place (Cplul'kw'ten) was essential for me when I first arrived at TRU. Without it, I might not have succeeded in fitting in at university, which is a very different environment. I spent most of my first semester in The Gathering Place (Cplul'kw'ten) and got help from many people, including some that are still my friends today. I have recommended TRU to my nephews and other First Nations from the Mount Currie area. I tell them about The Gathering Place (Cplul'kw'ten) and about the many great people you meet in Kamloops. – **Melvin James**







“I’m a geography student studying to become an elementary school teacher. I am Nlaka’pamux—originally from Boston Bar. Some of my interests include powwow dancing, travelling, photography and playing fetch with my cat. Along with being an Indigenous mentor on campus, I am also a member-at-large in the TRU Students’ Union equity committee, and a member of Kappa Beta Gamma (TRU’s sorority). As a mentor at Cplul’kw’ten, my goal is to do my best to help make university life a bit more fun, and hopefully a lot less stressful. When you see me around, feel free to come ask me anything or simply say hello! – **Lesley Campbell**



“Being a student at TRU is an experience I will never forget. At first it was hard, I did not know where to go, or about the supports available. I would go to class and then go straight back home. Academically, I was doing ok, then eventually I found House 5 (Cplul’kw’ten). That is where I found the support I needed to get through university and with family support from home I started to show improvement. By the end of my studies, I flourished. I studied abroad in Australia for a semester, came back and became a TRU World ambassador and an Indigenous mentor. – **Mathilda Chillihitzia**





# Indigenization at TRU

Good work takes time, and at TRU, indigenizing initiatives are wide-ranging and ongoing.

## ORANGE SHIRT DAY

This annual event recognizes the harm done by the residential school system. It's an opportunity for residential school survivors, local government members, Indigenous youth, students, faculty and staff to come together in the spirit of reconciliation and hope for generations of children to come.

## TOWARDS INDIGENIZING HIGHER ED

A four-part online storytelling series that studies what it means to indigenize higher education.

## TRUTH AND RECONCILIATION SPIRIT BEARS

The School of Nursing and the Nursing Undergraduate Society have adopted two bears—an adult named Kenkekem and a cub named Ckenmim'elt—as part of an initiative spearheaded by the First Nations Child and Family Caring Society of Canada. The stuffed bears act as a reminder of our collective commitments and responsibilities to enact and uphold the Truth and Reconciliation Commission of Canada Calls to Action and Jordan's Principle, "bearing witness" to ensure nursing curriculum and faculty development meet these requirements.

## STOP/ESTÍL SIGNS

Estíl, Secwepemctsin for "stop," is stopping traffic on TRU's Kamloops campus—a public indicator that TRU is located in the heart of Secwépemc territory.

## COYOTE SCULPTURE

The coyote sculpture created by artist John McEwen watches atop the House of Learning. Symbolizing TRU's commitment to realizing potential, the sculpture faces the rising sun and is made from metal fashioned into stars.

## TERRITORIAL MARKER

The deep relationship between the Secwépemc and the traditional lands on which TRU resides is now commemorated on campus with a First Nations territorial marker in Old Main.

## TULO CENTRE OF INDIGENOUS ECONOMICS

In partnership with TRU's School of Business and Economics, the Tulo Centre, located in Kamloops, works to develop and deliver three courses: First Nations Applied Economics, First Nations Land Management and First Nations Taxation Administration.

## OMBAASHI NETWORK

Providing opportunities for Indigenous students to access international Indigenous mentors through online workshops, one-one-one relationships and speakers at the National Gathering. Ombaashi is the national coordinating centre for the Indigenous Network Mentoring Program, and provides access and funding for Indigenous Healing Summer Schools at TRU or in students' own territories.

## UNDERGRADUATE CIRCLE

The Knowledge Makers Undergraduate Circle is a four-month annual program that is in-person and online, and transforms university teaching and learning. Since the program's inception in 2015, more than 65 Indigenous students from at least 30 nations and bands have completed the program and published their first reviewed journal articles in the Knowledge Makers Journal. Knowledge Makers receive a \$1,000 award at a dinner celebration concluding their experience and achievements.

## INDIGENOUS PATHWAYS TO HEALTH CAREERS

Indigenous students have access to academic planning, weekly group meetings, tutors, peer support and individual assessments that identify their needs and strengths.

# Indigenous Research at TRU

## KNOWLEDGE MAKERS

A unique opportunity where Indigenous students learn how to research and publish as Indigenous researchers. Up to 15 Indigenous undergraduate students each year form a research network and learn how to "make knowledge" from diverse and unexpected places.

## ALL MY RELATIONS CENTRE

A regional, national and international Indigenous family and community wellness research centre that identifies, researches and further advances and implements best practices in Indigenous family and community health and healing.



# Meet your elders

Valued for their wisdom, insight and knowledge of tradition and spirituality, Elders are available at the Kamloops and Williams Lake campuses to provide guidance, mentorship, personal consultation or simply conversation through the Elder in the House program.

## KAMLOOPS CAMPUS

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**Sandi Hendry, Métis, Lac La Biche, AB**

Providing guidance and mentorship, Elder Sandi shares her knowledge of Métis culture by offering traditional and modern education to youth in community spaces, such as the Two Rivers Métis Society and local schools. She has facilitated cultural events on campus for high school students with Métis Nation BC. Connections are very important to Sandi and she enjoys helping Indigenous students on their journey forward. Sandi exemplifies the lifelong pursuit of knowledge as she is currently learning how to bead and speak the Michif language.



**Mike Arnouse, Adams Lake Indian Band**

Elder Mike offers spiritual advice and guidance for everyone at Cplul'kw'ten through his knowledge of ancestral songs, ceremonies and smudges. Elder Mike had the unfortunate experience of attending the Kamloops Indian Residential School (KIRS) until his grade 11 year. Survivor and storyteller, Elder Mike offers an honest perspective of the many issues that impact Indigenous people in Canada. He is known to be humble, welcoming, respectful, soft-spoken and witty.



**Doreen Kenoras, Adams Lake Indian Band**

Elder Doreen's roots come from the Secwépemc territory. Her father is Nels Leon Kenoras and her mother is Catherine Calhoun Kenoras. During Elder Doreen's life experiences, she has visited other universities, while continuing her education, always maintaining a full-time job, and supporting her children and grandchildren. As an Elder of the Adams Lake Indian Band, TRU, and Chase Secondary School, she continues to embrace all teachings, knowledge, and traditional values to support students at all levels.



**Joanne Mary Brown, Cheslatta Carrier Nation, L'silu clan**

Elder Joanne is a member of the Cheslatta Carrier Nation, L'silu clan, born and raised in her home territory near Burns Lake, British Columbia. She moved to Secwépemc'ulucw from Prince George in 1996. Joanne's previous work with Employment and Immigration Canada, as well as her studies in geography and anthropology (TRU) made a natural fit with an occupation in Indigenous post-secondary education. She is grateful for her amazing community, especially working with neighbours and friends. Elder Joanne strives to make sure that everyone is welcomed, and ensures they feel special in a way that is unique and unforgettable.





**Leona (Doe) Thomas, Tk'emlups te Secwépemc**

Elder Leona is a mother and grandmother, and has spent several years with First Nations in Alberta developing, implementing and reporting on health programs in those nations. She is happily retired and active in her community as an elder with the Kamloops First Nations court.



**Diena Jules, Tk'emlups te Secwépemc**

Elder Diena's relatives have deep roots in the Secwépemc community and Kamloops Indian Band. She is a survivor of the Kamloops Indian Residential School, as a day student until grade six and later living at the Residential School in 1971—the years she considers the dark ages of her life. She travelled as far as Quebec as a Paul Creek Tribal Dancer in her teenage years and pow-wow traditional dancer in BC. Elder Diena first completed a Bachelor of Education, followed by a Master of Arts where she wrote her thesis *Traditional Ways Shuswap People Identified and Nurtured Gifted and Talented Girls*. She has worked as a librarian, educational researcher, teacher and department leader; before moving into natural resource management and a cultural heritage study and genealogy research project in her home community. Elder Diena strives to be a good role model through her healthy lifestyle and respect for the natural world, by taking time to love and value those closest to her, and her belief that everyone is responsible for being the change we wish to make in the world.



**Jo-anne Gottfriedson, Tk'emlups te Secwépemc**

Elder Joanne is a proud mother and grandmother of both her two daughters and their children, as well as many adopted children and grandchildren from nations across Canada and the US. She credits her “traditional” education to the commitment of her parents, grandparents, and the various other elders and teachers encountered on her journey—and believes that knowledge of traditions, beliefs, teaching and language is an important compliment to a formal education. She exemplifies this holistic teaching approach, combining traditional and modern approaches to passing on language and culture during her years teaching the Secwépemc language. Elder Joanne is passionate about preserving and evolving Secwépemc language and culture, and an advocate for Indigenous justice and wellness.

## WILLIAMS LAKE CAMPUS



**Cecilia DeRose, Alkali Lake Indian Band**

An expert in Secwépemc language and culture, and in traditional and medicinal plants, Elder Cecilia is also known for her handiwork with hides, birch-bark baskets and beads, and for sharing that knowledge with others.







# Funding your education

There are many avenues for funding your education. Some Indigenous students are eligible to receive support from their band or other organizations to pay for post-secondary education.

## SPONSORSHIP

Confirm the process your Nation follows for post-secondary funding, then connect with us. Contact your band, Métis or other organization for information regarding the application process. You will need to submit a *Consent to Release Personal Information Form (Third Party)* so your sponsor has access to your TRU information. Your sponsor will need to submit the *TRU Sponsorship Application* form before your registration date, otherwise you will have to pay the necessary commitment fee to complete your registration. It will take approximately two weeks for TRU to set up your tuition sponsorship contract. It is your responsibility to ensure your sponsor receives your course registration data form, which is their invoice for your costs.

## ENTRANCE SCHOLARSHIPS AND AWARDS

Every year TRU rewards first-time students with over \$400,000 in entrance scholarships and awards. The minimum academic requirement for scholarships is an 80 percent average in four grade 12 academic subjects including English.

## ONGOING SCHOLARSHIPS, BURSARIES AND AWARDS

There is more than \$1,000,000 available in scholarships, bursaries and awards for TRU students who have completed at least one full-time semester.

## LOANS AND GRANTS

Many students need additional support in funding their education. Government student loans and grants are available.

## WORK STUDY

Work Study is a TRU-funded financial assistance program which offers an opportunity for Canadian students to work part-time on campus in positions that accommodate their studies.



**Talk to your Qelmúcw student recruiter advisor for more information, or if you are interested in diploma or certificate programs, because funding schedules may differ.**



**For more information, connect with TRU's Student Awards & Financial Aid office at [tru.ca/awards](https://tru.ca/awards)**

## FUNDING SCHEDULE - UNDERGRADUATE DEGREE PROGRAMS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Band funding	✓	✓	✓	✓
Métis funding	✓	✓	✓	✓
Scholarships and awards	✓ (Entrance)	✓ (Ongoing)	✓ (Ongoing)	✓ (Ongoing)
External sources, e.g., Indspire, Irving K. Barber Award, New Relationship Trust (BC First Nations)	✓	✓	✓	✓
Student aid	✓	✓	✓	✓
Work study	✓	✓	✓	✓
Co-op	✗	✓	✓	✓

# TRU lingo

Unfamiliar with university acronyms and language? Here's a glossary of terms.

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## Admission

Being accepted into a program after the requirements for entering the program have been met.

## Application

A formal document that is completed online to request admission to a program at TRU. This is the first step toward being admitted to a program of study.

## Bursary

Monetary award to students who demonstrate financial need, similar to a grant.

## Calendar

Key resource that compiles all information on programs, courses and university processes.

## Certificate

Recognition that a student has successfully completed a program of applied study.

## Concentration

A cluster of courses in one discipline within a general Bachelor's degree program, combined with area requirements which ensure a broad selection of courses.

## Co-op

An educational opportunity that allows students to participate in paid, on-the-job training sessions, often for credit.

## Credit

A counting system used to determine the amount of class time that a student has completed, usually based on hours of instruction. Every course has an assigned number of credits, which are used to calculate the cost of tuition. The number of credits that a student has completed are recorded on a permanent record or transcript.

## Degree

Recognition that a student has successfully completed a four- or five-year program of study in a university program.

## Diploma

Recognition that a student has successfully completed a two- or three-year program of study.

## Faculty

1. The instructors at a post-secondary institution.
2. A group of university departments concerned with one area of knowledge; i.e. Faculty of Science.

## Grade Point

The value of the final mark in a course rated on a scale between 0 and 4.33.

## Grade Point Average (GPA)

GPA is the value of each course final mark multiplied by the credit value of each course, divided by the number of courses taken.

## Honours

An undergraduate degree more specialized than normal studies which requires students to maintain a GPA of 3.0 or greater and complete a thesis or additional course work.

## Laddering

A process which allows students to apply credits earned in previous post-secondary study towards a higher-level program. For example, many diploma programs allow you to "ladder" those credits into a degree program.

## Major

A program of study in a degree program in which the student specializes in a particular field in the final two years in order to obtain a Bachelor's degree in that field.

## Minor

A program of study accompanying a major program, where the student specializes in a second field.

## Practicum

An unpaid practical component of a program that allows students to gain on-the-job experience. In many TRU programs, these are a required part of the program, and also may be called "practicum" placements.

## Prerequisite

A course or other requirement which must be met before taking certain courses or enrolling in some programs.

## Program

A group of courses that combine to provide skills and learning leading to a certificate, diploma or degree.

## Registration

The selection of individual courses after completion of all required admission procedures.

## Scholarship

Monetary award to students who demonstrate excellence in their program of study.

## Seminar

A scheduled discussion period in which students debate and discuss classroom theory and lab results.

## Transcript

A permanent record of the number of courses a student has completed, together with the marks for those courses.

## Tuition

Fees charged for courses, usually charged on a "per credit" basis. Vocational tuition is based on a per-month charge.

## Vocational

An applied program of study, usually less than two years, that leads to a certificate in a specific career path. Fees for most vocational programs are calculated on a per month basis, not per credit.

## Withdrawal Deadline

The latest possible dates to withdraw from a class without it affecting your grade point average (GPA). A "W" will show on your transcript, but that course will not be used in the calculation of your GPA.



# Your steps to becoming a TRU student



## Explore your TRU program options

- Connect with a Qelmúcw Student Recruiter-Advisor



## Oct.1 – Applications open

- **tru.ca/apply** (program deadlines vary)
- Pay Application Fee
- Submit:
  - Interim & final high school transcripts
  - Post-secondary transcripts (if applicable)
  - Supporting documents (if applicable)

Need help? Visit **tru.ca/transcripts**



## Offer of admission

- Accept your seat offer
- Connect with the support staff at Cplul'kw'ten



## Pay your tuition deposit

- **\$300** for open programs
- **\$500** for limited and selective programs



## March 1 – Entrance scholarship applications due

- Student Awards & Financial Aid Support is here to help you:  
**awards@tru.ca** or call **250-828-5024**
- Applications open **December 1**



## March 31 – Deadline for guaranteed 1st year housing\*

- **tru.ca/housing**



## April 1 – Entrance Award applications due



## May/June – Timetable your courses

- Create your conflict-free fall and winter course plan
- Reach out to Academic Advising for selection assistance:  
**advising@tru.ca** or call **250-828-5075**



## Mid-June – Register in your fall and winter semester courses



## End of August – Fall semester tuition due

- See Academic Calendar for more information.



## Beginning of September – TRU Orientation

\* Apply directly out of high school and secure a guaranteed space in North Tower or McGill Residence.



**THOMPSON  
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