



**Graduate
& Postdoctoral
Studies**

Office of the Vice-Provost and Dean
Yeates School of Graduate & Postdoctoral Studies

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Nutrition Communication (MHSc)

Last Updated: April 10, 2026

FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Nutrition Communication (MHSc)**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

EXECUTIVE SUMMARY

Program Overview

The Master of Health Science (MHSc) in Nutrition Communication at Toronto Metropolitan University is a full-time graduate program that provides Registered Dietitians (RDs) and aspiring dietitians with advanced communication knowledge and skills needed to translate evidence-based nutrition information for diverse audiences. The program offers two distinct pathways: Option 1, a 16-month Accredited Practicum program preparing students for entry-level dietetic practice and eligibility for the Canadian Dietetic Registration Exam; and Option 2, a 12-month Major Research Paper/Project (MRP) option for experienced RDs seeking to enhance their careers with graduate-level education.

Launched in 2007 with a focus on academic training, the program expanded in 2013 to include the Accredited Practicum option, addressing a critical gap in practical training opportunities for entry-level dietetics. The program has consistently experienced growth, increasing from 25 students in 2015 to 50 students in 2024, with competitive admission ratios averaging 3:1 to 6:1.

Key Program Strengths

The MHSc program demonstrates several notable strengths that contribute to its success:

- 1. Strong Professional Outcomes:** The program has exceptional graduate success rates, with 100% completion rates, 95.4% of Option 1 graduates registered with regulatory bodies, and 88% employed as Registered Dietitians. The MHSc program prepares graduates for a robust job market where dietitians are experiencing positive employment prospects across diverse healthcare and non-healthcare settings, with government forecasts predicting continued demand and 75% of new graduates securing relevant positions within a year of completion.
- 2. Extensive Professional Network:** With over 300 external partnerships spanning hospitals, community organizations, and industry settings, the program offers students diverse practical training opportunities across traditional and emerging career paths.

3. Innovative Curriculum: The program integrates theory with practice through experiential learning, simulation activities, and innovative teaching methods including online clinical modules, anti-racism resources, and professional development workshops.

4. Alignment with Societal Needs: The curriculum directly addresses societal needs related to the growing burden of chronic diseases, increasing public interest in nutrition, mental health concerns, aging population challenges, and evolving telehealth delivery Methods.

5. Research and Knowledge Translation: Students engage in high-quality research and knowledge translation activities, often collaborating with faculty experts on projects that contribute to peer-reviewed publications and conference presentations.

Program Challenges and Opportunities

Despite its successes, the MHSc program faces several challenges that need to be addressed:

1. Administrative Resource and Support Constraints: The program's administrative and practicum coordinator support remains limited, despite student enrollment more than doubling since 2015. This limitation affects the program's ability to effectively manage increased student needs, process admissions, coordinate placements, conduct ongoing quality improvement surveys and assessments requiring administrative support, and handle related day to day responsibilities. To sustain the clinical pilot program more practicum coordinator support is required to address the needs of and support 50 students.

2. Clinical Preparation Needs: Students and preceptors have identified opportunities to strengthen clinical preparation, particularly in specialized areas like parenteral nutrition, requiring enhanced curriculum components and simulation opportunities.

3. EDI Implementation: Analysis shows differences in representation across demographic groups compared to faculty and University benchmarks, particularly for racialized, Black, disabled, and 2SLGBTQ+ students, indicating a need for more comprehensive EDI Initiatives.

4. Assessment Methods Balance: The program relies heavily on group work in some courses, limiting opportunities to assess individual students' writing and communication skills, which are critical for professional practice.

5. Quality Improvement Processes: While the program achieves strong outcomes, there is an opportunity to establish more systematic quality improvement processes to ensure continuous program enhancement.

The MHSc in Nutrition Communication program has established itself as a high-quality graduate program that effectively prepares students for successful careers in dietetics. Its unique focus on nutrition communication, combined with rigorous academic training and extensive practical experiences, positions graduates to address complex health challenges in diverse settings. By addressing the identified challenges and implementing the recommended strategies, the program can build on its strong foundation to further enhance its quality, accessibility, and impact in preparing the next generation of nutrition communication professionals.

PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM

The graduate program in **Nutrition Communication (MHSc)** submitted a Self-Study Report to the Yeates School of Graduate & Postdoctoral Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of this graduate program consisted of Jennifer Taylor (PEI), Karline Wilson-Mitchell (TMU) and Gordon Zello (Saskatchewan).

The PRT site visit was conducted on-site on October 17-18, 2025. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Faculty Dean, Faculty Associate Dean, Vice-Provost and Dean Yeates School of Graduate & Postdoctoral Studies (YSGPS); Associate Dean Programs YSGPS, Graduate Program Director of the Graduate Program, Director Graduate Program Administration, and meetings with Faculty, a group of current students, administration, and support staff. The PRT report was communicated to the Associate Dean, YSGPS on November 10, 2025, and the response to the report from the graduate program and Faculty Dean was communicated on January 28, 2026.

PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

Strengths

- As noted above in Section 2.1, both the self-study report and the PRT's site visit confirm that the faculty and Practicum Coordinators are a key strength of the MHSc program. It is clear that a positive student experience and a high-quality program is their first priority. First-year student comments about the staff and faculty were overwhelmingly positive. Second year student comments were also positive, although suggestions were made regarding the need for more preparation for their practicum (which is being addressed by the program).
- The program's structure (Option 1) includes two semesters of coursework, followed by supervised placements, which appropriately scaffold knowledge, skills and attitudes to meet the requirements for dietetic program accreditation, program-level learning outcomes, and GDLEs. The recent pilot program has featured two cohorts of 25 students each in the fall and winter term, for a total of 50 students. This has resulted in a lower (1:25) Practicum Coordinator-to-student ratio, despite increased enrollments. This lower ratio, as well as the implementation of early assessment checkpoints in NS8104A and NS8104B will improve student readiness for their placements. This, in turn, reduces the load on preceptors and is therefore likely to improve the relationship between the TMU School of Nutrition and preceptors. Further, this option aligns with graduate program goals of enhancing flexibility.
- The program meets student needs, resulting in 100% completion rates, and 95.4% of Option 1 graduates successfully registering with provincial dietetic regulatory bodies (a condition of employment). Further, post-graduate surveys indicate that 88% of students are employed as

Registered Dietitians after graduation. It is not thus no surprise that the program is highly sought after. Importantly, the program addresses societal needs, with student projects focusing on food insecurity, the food system, the growing burden of chronic diseases, the increasing public interest in nutrition, and the challenges of an aging population. Finally, over 250 strong partnerships with placement partners have been established and supported across Canada, which illustrates the level of commitment of staff and faculty.

Weaknesses/Challenges

- The self-study report and the site visit confirm that a significant challenge faced by the MHSc program (Option 1) is the increasing workload for Practicum Coordinators. As noted previously, there was a 0.5 FTE increase in 2025, with three Practicum Coordinators filling 1.5 FTE OPSEU over two positions and 1.0 FTE CUPE1 over two positions. It is clear that ensuring the 0.5 Practicum Coordinator increase is permanent is crucial to maintain the 1:25 ratio of Practicum Coordinators to students, thereby ensuring teaching excellence and the quality of program delivery.
- A second area for improvement is a lack of administrative support. The PRT notes that the increase in enrolments and higher demands associated with sourcing and supporting quality placements requires more than a part-time administrative staff position.
- A third challenge pertains to the reliance on part-time CUPE 1 instructors. In the first two semesters, MHSc students take seven core courses. This year, four of the seven fall courses were taught by CUPE instructors, with a ratio of two to seven courses in the winter term. Because students starting in January have their second semester during the summer session, their courses are taught solely by CUPE instructors. While the CUPE instructors are well-qualified to teach the courses, an additional full-time faculty member is an important consideration to ensure the 1:25 ratio is maintained, as well as to provide stability for the program while contributing to both research and service in the School of Nutrition. Moreover, the need for CUPE instructors to reapply for their positions introduces instability in both instructor continuity and course material consistency.

Opportunities

- The self-study report identified the need to expand the current preceptor training program, potentially incorporating online modules, workshops, and resources. The PRT supports this initiative, as the training will enhance the student and preceptor experience and potentially lead to more dedicated preceptor support.
- Analyses conducted for the self-study report identified gaps in racialized, Black, disabled, and 2SLGBTQ+ students compared to faculty and University benchmarks. The lack of diversity is a significant issue for most dietetic education programs across Canada, underscoring the need for more comprehensive EDI initiatives. Efforts have been made to diversify the student body, including the recruitment of underrepresented groups (including enhancing their social media strategies), embedding cultural safety/humility in the curriculum and providing opportunities for placements where students work with underserved groups. Finally, they are increasing representation among faculty, preceptors, and guest speakers. In addition, anti-racism learning needs to be developed both in the curriculum and amongst faculty, staff and instructors.

- Currently, the program features an intensive two-day-per-week in-person class schedule. This has been implemented to minimize student travel time and allow more flexibility for students, many of whom are working. The PRT met with students who appreciated the flexibility, but suggested that the School of Nutrition consider distributing the coursework (Capstone and SLR) over two semesters. It is unclear if this is feasible given the current program structure and resources.
- In addition, there are opportunities to enhance digital and hybrid learning opportunities, which are being explored and will be attractive to students in both Option 1 and 2 of the program.

SUMMARY OF PRT RECOMMENDATIONS, GRADUATE PROGRAM AND YSGPS RESPONSES, AND IMPLEMENTATION PLAN

PRT Recommendations	PRT Rationale	Dietetics Program Response	Dean of the Faculty of Community Services Response	Proposed Program Action	Program Timeline and Responsibility /Lead	YSGPS Response
Recommendation 1a: Enhance program administration support and faculty resources to sustain the two cohorts of 25 students. Increase the existing Program Administrator position to 1.0 permanent FTE. Recommendation 1b: Increase tenure stream faculty by 1 FTE	1a. Full-time program administration support will sustain and potentially expand enrollment in the program and support expansion of affiliation agreements with preceptor organizations. Preparations for the upcoming accreditation site visit, as well as the coordination of innovative Interprofessional learning courses at a more strategic level within the Faculty of Community Services' health science schools, and with the new medical school's undergraduate and graduate programs, require administrative support. 1b. To ensure consistent delivery of the curriculum to students in both cohorts, it is essential to consider hiring an additional faculty member to support this goal. Full-time faculty members are the only human resources capable of delivering pedagogical excellence informed by cutting-edge research for the program. Strategic partnerships with health sciences programs within	1a. The School agrees with the PRT that greater administrative support will better enable the program's work. The current GPA is shared between the School of Nutrition (0.5 FTE), with the other 0.5 FTE allocated to the School of Child and Youth Care. Demand for this role exceeds the time allocated to the position, and an additional 0.5 FTE complement is urgently needed. For the past 5 years, the student-to-GPA ratio has been the highest in our program among graduate programs in the Faculty. There has been no increase in the FTE for program administration, despite growth in the MHSc program from 15 students when the MHSc was launched in 2007 to the current 50 students, and the addition of the PMDip Dietetics program, which was launched in 2015. The workload has more than tripled, including managing affiliation agreements, outreach and promotion to prospective students, coordinating admissions processes, and guiding existing	We understand the need to align resources with increased program admissions to ensure stability and student success. The additional winter cohort of students is currently being piloted. We are in regular communication with YSGPS to assess the pilot's financial and operational feasibility and are currently exploring options to increase program revenue. The challenging financial climate across the University requires us to continue exploring opportunities beyond the Faculty's base budget to support the program.	Given the budgetary conditions facing the university, the school will work closely with the Dean's office to develop a plan (both short and long-term strategies) for increasing both administrative and faculty support for the program.	Ongoing	1a. YSGPS has used a standard model: a 0.5 FTE GPA position for new programs that grant only a master's degree, and a 1.0 FTE GPA position for programs that offer both a master's and doctoral degree. This model may not fit all programs; in this case, the home Faculty is expected to work with the program to determine and resource an appropriate level of administrative support. 1b. YSGPS is only involved in the inclusion of

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	Community Services and the Medical School require tenure-stream faculty leadership.	students through university policies and procedures. In January 2020, the Dean’s office granted preliminary approval to increase our FTE from 0.5 to 1 when the cohort was expanded to 35 students, but the plan was postponed due to budget constraints and never implemented. More recently, the program received 6 additional hours/week of non-union casual contract support from the Faculty of Community Services (FCS) as a temporary measure; however, a permanent solution is required. The School will continue to advocate for increased administrative support 1b. The School will additionally advocate for a full-time faculty member at every opportunity. The School submits LTF requests annually and fully agrees with the reviewers that an additional tenure-stream faculty member will help reduce reliance on CUPE-1. The School will work closely with the Dean’s office to establish a plan for administrative and faculty support for the program.				additional faculty positions when developing new programs. Additional faculty positions beyond this are not within the purview of YSGPS.

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Recommendation 2: Continue the staffing/teaching role of the practicum coordinators with the current student: contract lecturer ratio of 1:25. Review the Practicum Coordinators' staffing complement and faculty course load distribution to support the expanded cohort size.	Practicum coordinators are currently responsible for supervising students, arranging and maintaining placements, and training preceptors. They also have CUPE contracts to teach the dietetics seminar within the program, which is unique to this FCS program. A primary role of practicum coordinators is to ensure that students are effectively supervised during their placements. Each coordinator typically supervises approximately 50 (Fall term - overlapping cohorts in placement) to 25 (spring/summer and winter terms) placements. Their second primary role involves recruiting and supporting placements, which has increased due to changes in placement models resulting from the shortage of experienced dietitians. This role also involves liaising with and maintaining effective relationships with registered dietitian preceptors and their organizations, which requires significant time, given that the school manages 300 placement organizations each year. In 2023/2024, when the cohort increased from 25 to 30, coordinators	The program is in support of this PRT recommendation. We plan to submit a report to increase ancillary fees to continue supporting a dedicated team of Program Coordinators at 2.5 FTE. Salaries for program coordinators are funded by students' ancillary fees and 55% of tuition fees for fourth-semester students. We have not increased ancillary fees since 2020, and with inflation and tuition frozen since 2020, current funds do not support program staffing needs. Even with the proposed increase in ancillary fees, our program cost to students will remain very competitive with those of our comparator schools.	We are currently supporting the program by submitting an application to the Board of Governors to increase ancillary fees to support program coordination needs. A meeting was held on Jan 13, 2026, with the FCS Dean and Associate Dean, the YSGPS Dean, and the Director and GPD of the nutrition program to discuss program resources and the application of ancillary fees. FCS will support the program through the next steps of this process and will advocate for and stay abreast of additional ways to support it. Notably, the financial sustainability of the second cohort (the winter cohort) is entirely contingent on raising ancillary fees. If we are unable to substantially increase ancillary fees, the pilot will end, and a return to 35 students in a single Fall cohort is envisioned.	Submit a report to the Board of Governors to increase ancillary fees to support the expanded workload of the Practicum Coordinators.	February 2026 – April 2026	YSGPS has been supporting the program's proposal to increase ancillary fees to bring them in alignment with the additional costs associated with the placement program. If this proposal is denied we will continue to work with the program to explore alternative ways to continue funding the 0.5 FTE placement coordinator position. If this turns out to be unfeasible we will ensure that the program is aware of the financial impact of reducing enrollment so that an informed decision can be made by the program and FCS.

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	were able to strike a balanced approach between coordination, outreach, and promotion. The student-to-practicum coordinator ratio should not exceed 1:25 and ideally be lower, as most dietetic education programs in Canada have a ratio of 1:10 or 1:12. Reviewers may raise this during the upcoming accreditation site visit.					
Recommendation 3: Continue to explore ways to utilize technology to enhance access to and delivery of the program, including exploring collaborations with TMU's Digital Media Lab to integrate into Seminar curriculum.	Post-COVID-19 lessons from remote teaching can be applied to meet the learning needs of students placed across Canada who are otherwise unable to meet in person. Synchronous seminars, asynchronous digital resources, and hybrid classes can scaffold learning and address learning deficits as they arise during placements. Furthermore, enhanced technology can support the program in monitoring graduates' achievements and career trajectories by using a targeted employer survey methodology that addresses confidentiality challenges and establishes program-specific metrics to verify graduates' alignment with professional trends.	Courses continually integrate technology to enhance student learning. For example, we offer our NC8103 - Nutrition Communication Strategies course (core course) online for our students. Students visit TMU's Digital Media Lab in our Seminar course (NC8104A) and create 2 media-based assignments (placement intro videos and food skill demonstration videos) to advance their videography skills. Additionally, students complete an initial assessment via Zoom to practice providing virtual counselling to a client. At the professor's discretion, students unable to attend class due to verified Academic Consideration (religious, compassionate, or health grounds) may request to attend remotely. NC8201 uses a 2-hour synchronous and 1-hour asynchronous teaching model that	We applaud the program's use of technology to enhance students' learning and engagement and to increase flexibility and creativity. We will remain open to supporting discussions and decisions in the ways that innovative technology can both enhance planning and student learning experience through the implementation of the proposed quality assurance framework	Implement a formal quality assurance framework using innovative technology to streamline planning and improve the student experience.	January 2026 - April 2026.	YSGPS supports the program's work to incorporate technology in meaningful and intentional ways, to enhance student learning, professional skill development, and to ensure access for all students. The program's planned use of technology to assess program quality will facilitate continuous improvement of the program, allowing the program to effectively monitor

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		enables students to independently use technological resources to deepen their knowledge, consolidate their learning, and foster collaborative dialogue during the live session. In NC8104B, students will be required to use generative AI to create a reference sheet for a specific pathophysiological process and its nutritional implications. Students will also be required to critically appraise and verify the veracity of the outputs. The School is in the planning stages of implementing a formal quality assurance framework using google forms to start with, and then developing an application with an interface to easily collect data from students, preceptors and placement partners to streamline processes as a foundational part of the planning. The aim is to gather broad input from the graduate team, curriculum committees, current students (in academic and practicum program components), graduates, alumni, and external stakeholders, including preceptors and employers. The framework will include updated data collection tools focused on student experiences (e.g., anti-oppression initiatives) and perceived				the student experience.

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		value upon program completion (e.g., Return On Investment and contributions to professional practice).				
Recommendation 4: Implement a structured, enhanced preceptor training program which includes EDI training. Continue to identify professional development opportunities for preceptors and the preceptor recognition system through formal acknowledgment letters and placement success reports, and/or adjunct faculty appointments.	The preceptor training program (Appendix I.I.f Summer Learning Series Promotion Flyer 2024 on page 477 of the self-study) is key to safe and pedagogically sound management of placements. Currently, preceptors receive no monetary compensation from the Ministry of Health or the university, although the program provides a nominal payment to the organizations where our preceptors work. Continued support from the Practice Coordinators, acknowledgement letters and appropriately managed adjunct faculty appointments will help to recruit and retain talented clinical supervisors for student placements(see Appendix I.I.g Placement-Preceptor Feedback on page 478 of the self-study).	Our temporary 0.5 FTE Program Coordinator has been supporting preceptors in areas such as EDI. For example, in collaboration with the graduate program team, the Practicum Coordinator developed and delivered a successful 3-part series in neurodiversity to enhance preceptor learning and establish a neuro-inclusive learning/practicum environment for our students. The aim is to broaden the reach of EDI in practice settings and working with students with diverse learning needs and strengths. Preceptors received resources, including an operating manual for both students and preceptors to share, and a self-reflection tool for Neuro-Inclusive Supervision. TMU’s Centre for Excellence in Learning and Teaching was involved in providing a more decolonized, inclusive, and diverse approach to learning and assessment within the program. We plan to develop additional EDI workshops for preceptors, faculty and staff. We are field-testing an Anti-Black Racism	The program is commended for the efforts devoted to professional development opportunities and recognition for preceptors, which includes granting 15 preceptors honorary Adjunct Professor status, which provides them access to university resources in recognition of their supervision of students, as well as educational workshops (i.e., neurodiversity series) to optimize preceptors’ capacities to support students. The proposed initiatives to strengthen preceptors’ recognition and pedagogical training are also commended, and we are committed to supporting the program in these efforts.	We will develop and implement additional EDI workshops for preceptors and engage them in developing and reviewing an ABR pressbook for students. We are collaborating with TMU’s Office of Human Rights to develop a webinar for preceptors to raise awareness of students’ rights and foster a supportive, accessible learning environment.	Ongoing	YSGPS applauds the program's current efforts and future plans for professional development of its preceptors. We recommend that FCS and the program connect with the School of Medicine to learn more about their current and future plans for MD preceptor training to share and learn from each other's approaches to this.

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		pressbook for students and will open it to preceptors, faculty, and staff after we receive feedback and revise it. We are collaborating with TMU's Office of Human Rights to develop a webinar for preceptors to raise awareness of students' rights and foster a supportive, accessible learning environment. Furthermore, we are seeking opportunities to engage preceptors in our School's activities, including our knowledge mobilization events. They will be invited to attend or present, collaborate and network with our students, faculty and other preceptors.				
Recommendation 5: Develop a comprehensive EDI / anti-racism action plan that is more intentional regarding recruitment strategies, increased representation, curriculum review and personnel training.	The PRT team commends the School of Nutrition for their plan to develop a comprehensive EDI/Anti-Racism action plan. As noted in earlier sections, the PRT supports ongoing curriculum review and revision to ensure students are exposed to key concepts of anti-oppression, cultural sensitivity, and humility across all courses, and to enhance recruitment strategies targeting equity-deserving groups. Making the 0.5 Practice Coordinator position permanent would enable us to extend this training to preceptors. During the site visit, the PRT	The program plans to develop more EDI workshops for students, faculty and preceptors. The program refers to the actions outlined in Recommendation 4, including the 0.5 FTE Program Coordinator role supporting preceptors in EDI, the neurodiversity series, the ABR pressbook, and collaboration with the Centre for Excellence in Learning and Teaching to advance decolonized, inclusive, and diverse approaches. We are introducing a trauma-informed module in NC8102 (Health Behaviour and Counselling) to enhance student	The program is commended for its demonstrated efforts to meet its responsibility for equity, diversity, and inclusion, including curriculum adjustments, the development of EDI and anti-racism resources, and the implementation of holistic admissions assessment—all of which aim to address systemic inequities. EDI efforts are also underway to support recruitment initiatives, expand anti-oppression learning, and embed anti-oppression and	As identified, several actions to improve EDI have already been implemented, and others are in progress. We will continue these efforts while remaining mindful of our responsibility to assess and reflect on how we can better support EDI across all aspects of	Ongoing	YSGPS commends the ongoing and future efforts to increase equity, diversity, and inclusion in the program and is available to offer support and guidance as needed, particularly for holistic admissions.

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	identified employee development opportunities through the Human Resources department and the Centre for Excellence in Learning and Teaching. The PRT encouraged the School to promote these resources, as instructors and staff must have this training as much as, if not more than, students. Both the report and discussions with practicum coordinators and others acknowledged the need for preceptor training in this area.	understanding of multiple forms of oppression and their impact on health. One of our new faculty hires is revising NC8201 to integrate a more critical public health policy perspective. Their role as chair of the EDI committee at Dietitians of Canada is an asset to this work. Holistic Admission Assessment: We have implemented a holistic admissions process for students who have faced barriers to meeting the required GPA entry requirement. Our admissions committee evaluates candidates for their potential success in our program and may grant direct entry to Multiple Mini Interviews (MMI) interviews. Fostering a Representative Profession: We also provide direct entry to an MMI interview for those who self-identify as an equity-deserving group. Ultimately all candidates at the MMI interview phase are assessed equitably for readiness and potential success in our program.	cultural safety across the curriculum.	our operations and interactions. We will stay abreast of other resources and initiatives we can tap into for our students, faculty, and preceptors.		