



## Agenda

The 519<sup>th</sup> Meeting of the Trent University Senate  
Tuesday, October 15, 2024, 2:00 p.m.  
Via Zoom

1. Welcome and Adoption of the Agenda Chair

Traditional welcome--We respectfully acknowledge that we are on the treaty and traditional territory of the Miichi Saagiig Anishnaabeg. We offer our gratitude to First Nations for their care for, and teachings about, our earth and relations. May we honour those teachings.

### Closed Session

2. Academic Planning and Policy Committee Report (for approval) Senator Khan Exhibit 1

### Open Session

3. Chair's Remarks and Announcements Chair
4. Minutes of the September 17, 2024 meeting of Senate and Business Arising (for approval) Chair Exhibit 2
5. Undergraduate Studies Committee Report (for approval) Senator Norlock Exhibit 3
6. Graduate Studies Committee Report (for approval) Senator Brunetti Exhibit 4
7. Academic Planning and Policy Committee Report  
  - Course Syllabus Policy
  - Academic Regulations for Postgraduate Certificate(for approval) Senator Khan Exhibit 5
8. Cyclical Program Review Committee Senator Bailey Exhibit 6

Report  
(for information/discussion)

9. Any Other Business

Chair

10. Adjournment

Chair

**For information only:**

Academic Integrity Annual Report

Special Appeals Annual Report

## The 518 Meeting of the Trent University Senate

Tuesday, September 17, 2024 2:00 p.m.  
Via Zoom

### Minutes

**Present were** Senators Cathy Bruce (Chair), Iyiola Alade, Suzanne Bailey, Stefan Bilaniuk, Craig Brunetti, Shutao Cao, Kirk Collins, Finis Dunaway, Neil Emery, Wenying Feng, Michael Hickson, Stephen Hill, Holger Hintelmann, Nancie Im-Bolter, Lawrence Lam, Byron Lew, Michele McIntosh, Liam Mitchell, Kathryn Norlock, Fergal O'Hagan, Catalina Sagarra, Paula Sherman, Mark Skinner, Angela Slater-Meadows, Emily Tufts, Beth Wallace, Sarah West, Rylin Wormington, Susan Wurtele and Andrew Vreugdenhil. Official Visitors Alma Barranco-Mendoza, Heather Crowley, Dwayne Collins, Connor Koch, Brandon Remmelgas. Associate University Secretary (Senate) Tara Harrington and Coordinator, Board and Senate Support Taylor Edwards.

**Regrets:** Senators Jodi Ambrose, Joel Baetz, Stephen Brown, Bruce Cater, Michael Khan, Hugo Lehmann, Suresh Narine, Mark Neufeld, Alan O'Connor and Joshua Syneko.

### Welcome and adoption of the Agenda

The meeting opened with a welcome to the territory:  
We respectfully acknowledge that we are on the treaty and traditional territory of the Michi Saagiig Anishinabeg. We offer our gratitude to First Nations for their care for, and teachings about, our earth and relations. May we honour those teachings.

### Closed Session

**Senate Executive Committee Report.** The Chair presented the report which was a recommendation to extend the term of the current Chancellor, Stephen Stohn, by one year. She noted that Senate Exec had passed the recommendation unanimously. Dr. Stohn is an extraordinarily engaged and popular Chancellor, and the idea of an extension had been well received. The extension would allow the University time to seek and develop relationships with potential equity deserving candidates. Senate approved the recommendation.

**Academic Planning and Policy Committee Report.** Senator Brunetti presented the report which included proposals for two new academic programs.

Senate approved both programs for submission to the Ontario Universities Council on Quality Assurance (Quality Council).

### Open Session

**Chair's Remarks and Announcements.** The Chair welcomed Senators to the first meeting of the year. She noted that Trent had a bicameral governance structure, and that Senate was responsible for the element that gave the university its distinct identity—the governance of academic programs.

The Chair indicated that she would be introducing several initiatives at Senate over the course of the year:

- Introduction of special topic discussions at Senate. Senators were asked to submit suggestions for topics related to academic programming that were not covered in the committee reports.
- Recognizing faculty productivity. The Chair said that she intended to find a way to recognize faculty productivity –in all its forms, not just peer-reviewed publications. She had discussed this idea with the University Librarian to explore possible avenues for doing so and hoped to have the first report to Senate in the winter term.
- A return to hosting some Senate meetings in-person. It was agreed that a remote access option would likely have to be provided to those who could not attend in person. It was pointed out that during hybrid meetings those accessing the meeting remotely tended to be ignored and it was agreed that we would need to be conscious of this.

The Chair reminded Senators that the call for nominations for 2025 Honorary Degrees had been sent out. She encouraged Senators to consider submitting nominations.

Trent's enrolment numbers, for both domestic and international students, appeared to be soft but the Chair noted that we would have a much clearer picture in November. In the interim, the university was taking steps to address the issues:

- The provost called a meeting of Faculty Board to discuss how faculty could contribute to the recruitment process.
- The Marketing and Communications department was developing a new digital marketing campaign.
- A seconded advisor has been brought in to work with the recruitment team.
- Staff in Trent International were focussed on January admissions.

Prof. Kristi Buccieri, A/Associate Dean for Centre for Teaching and Learning, announced the winners of the 2023-2024 Decanal Awards for Teaching Excellence and Outstanding Graduate Mentorship:

- Decanal Award for Teaching Excellence in Education is awarded to Anne Corkery
- Trent Durham GTA Award for Teaching Excellence is awarded to Dr. Madison Moore
- Decanal Award for Teaching Excellence in Nursing is awarded to Dr. Victoria Reid-de Jong
- Decanal Award for Teaching Excellence in the Humanities and Social Sciences is awarded to Dr. Brent Ryan Bellamy
- Decanal Award for Teaching Excellence in the Sciences is awarded to Dr. Cheryl McKenna-Neuman
- School of Graduate Studies Award for Outstanding Graduate Mentorship for Senior Mentors is awarded to Dr. Neil Emery.

**Minutes and Business arising Meeting of May 14, 2024.** The minutes were approved as presented.

**Draft Senate Workplan.** A workplan for the 2024-25 Senate year was introduced. The plan shows the cycle of Senate activities and will be updated as information becomes available. Senate approved the workplan.

**Cyclical Program Review Committee Report.** Senator Bailey presented the Final Assessment Report (FAR) for the MA in Sustainability Studies. The report was accepted as information.

**Any Other Business.** A student Senator proposed that the library be open twenty-four hours per day. Dr. Tufts, the university librarian, thanked him for the suggestion and it was agreed that they would meet to discuss this.

The Chair reported that Michele McIntosh was the new Academic Colleague to the Council of Ontario Universities.

It was noted that when the Senate package is large it becomes more challenging to navigate from one report to another. It was suggested that the Secretary use more electronic bookmarks in the Senate package.

**Adjournment.**

The meeting adjourned at 3:03.

Dr. C. Bruce, Chair  
T. Harrington, Secretary

NOTE-Following the regular meeting of Senate an orientation session was held for new Senators.



## 2024–2025 Undergraduate Studies Committee

1<sup>st</sup> Report to Senate – October 15, 2024

### Notes

- Unless otherwise indicated, all curriculum changes will take effect in the 2024-2025 Academic Year
- Calendar copy deletions are marked with a strikethrough, and additions are marked with an underline

### For Senate Approval – Major Modifications

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#### 1) Articulation Agreement – St. Lawrence College

A new articulation agreement is proposed between Trent University and St. Lawrence College to enable qualified graduates of St. Lawrence's General Arts and Science Certificate – General Studies Stream or General Arts and Science Diploma program to enter a Trent Bachelor of Arts program with advanced standing, receiving 7.0 credits (diploma) or 5.0 credits (certificate) toward the 20-credit degree:

*Calendar copy*

##### **Degree Completion Programs – St. Lawrence College Bachelor of Arts, Honours**

Qualified students may enter the Bachelor of Arts (Honours) degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the General Arts and Science Certificate – General Studies Stream program, or General Arts and Science Diploma program, with a minimum overall average of 75%.

#### 2) Articulation Agreement – Durham College

A new articulation agreement is proposed between Trent University and Durham College to enable qualified graduates of Durham's Biotechnology Advanced Diploma program to enter a Trent Bachelor of Science program with advanced standing, receiving 8.0 credits toward the 20-credit degree:

*Calendar copy*

##### **Degree Completion Programs – Durham College Bachelor of Science, Honours – multiple majors**

Qualified students may enter the Bachelor of Science (Honours) degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Biotechnology Advanced Diploma program with a minimum overall average of 75%.

### 3) Articulation Agreement – Niagara College

A new articulation agreement is proposed between Trent University and Niagara College to enable qualified graduates of Niagara's Business – Accounting Diploma program to enter Trent's Bachelor of Business Administration program with advanced standing, receiving 10.0 credits toward the 20-credit degree:

*Calendar copy*

#### **Degree Completion Programs – Niagara College**

##### **Business Administration (Bachelor of Business Administration, Honours)**

Qualified students may enter the Business Administration degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business – Accounting Diploma program with a minimum overall average of 75%.

### 4) Articulation Agreement – Niagara College

A new articulation agreement is proposed between Trent University and Niagara College to enable qualified graduates of Niagara's Business Administration – Accounting Advanced Diploma program to enter Trent's Bachelor of Business Administration program with advanced standing, receiving 10.0 credits toward the 20-credit degree:

*Calendar copy*

#### **Degree Completion Programs – Niagara College**

##### **Business Administration (Bachelor of Business Administration, Honours)**

Qualified students may enter the Business Administration degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business Administration – Accounting Diploma program with a minimum overall average of 75%.

### 5) Articulation Agreement – Loyalist College

A new articulation agreement is proposed between Trent University and Loyalist College to enable qualified graduates of Loyalist's Child and Youth Care Advanced Diploma program to enter Trent's Bachelor of Arts program in Child & Youth Studies with advanced standing, receiving 7.0 credits toward the 20-credit degree:

*Calendar copy*

#### **Degree Completion Programs – Loyalist College**

##### **Child & Youth Studies (Bachelor of Arts, Honours)**

Qualified students may enter the Child and Youth Studies degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Child and Youth Care Advanced Diploma program with a minimum overall average of 75%.

## For Senate Approval

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### 1) Philosophy

The Department proposes to introduce a new regular course:

*Calendar copy*

**PHIL 4870Y, 4871H, 4872H: Community-Based Research Project**

Each placement is supervised jointly by a faculty member and a representative of a community organization. For details, see Community-Based Research program. Students may take PHIL 4870Y or either or both of 4871H and 4872H for credit.

*Start date: 2025-2026 Academic Year*

## For Senate Information

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### 1) Business / Biology

The Departments will make the following minor changes to courses:

*Exclusion:*

**ADMN 3610H: Introduction to Business Analytics (Sc)\***

An introduction to the techniques and concepts of business analytics. Students are exposed to the spectrum of business analytics including extracting and building effective data sets, building and running models and testing hypotheses, and presenting findings to stakeholders. Through the development of these skills, students gain insight into managerial decision-making. Prerequisite: ADMN-ECON 2200H. Not open to students with credit for BIOL 4030H.

**BIOL-ERSC 4030H: Research Design and Data Analysis (Sc)**

Theoretical and practical instruction in design of research projects, with emphasis on appropriate statistical methods through the use of the statistical program R. Prerequisite: A minimum overall average of 65% in completed BIOL, BIOC, and/or BIOM courses and 12.0 university credits including 1.0 BIOL and/or ERSC credit at the 3000 level and one of MATH 1052H or BIOL-GEOG-ERSC 2080H. Not open to students with credit for ADMN 3610H.

*\*Science designation approved by the Science Chairs group*

### 2) Economics

- a) The Department will make a minor modification to program requirements (joint-major Honours only):

*Calendar copy*

**Bachelor of Arts / Bachelor of Science program in Economics**

**The joint-major Honours program.** 20.0 credits including the following 7.0 credits:



- 4.0 ECON credits consisting of ECON 1010H, 1020H, 1250H, 2000H, 2010H, 2200H, 3200H, and 4041H
- 1.0 ECON credit from ECON 3000H and 3010H, or from ECON 3000H and 4000H, or from ECON 3010H and 4050H
- 0.5 ECON credit at the 3000 level or beyond in addition to the above
- 1.5 ECON credits in addition to the above

b) The Department will make the following minor change to courses:

*Prerequisite:*

**ECON 2000H: Intermediate Microeconomic Theory I**

~~60% or higher in ECON 1010H and 1020H and a pass in ECON-ADMN 1250H.~~

60% or higher in ECON 1010H and 1020H and a pass in ECON-ADMN 1250H or in each of MATH 1110H and 1350H.

**ECON 4000H: Topics in Advanced Microeconomic Theory**

~~ADMN 1250H (or 2250H) or equivalent, 2200H or equivalent, and ECON 3000H.~~

ECON-ADMN 2200H or equivalent and ECON 3000H.

*Effective 2025-2026 Academic Year*

## **For Senate Information – USC Summer Executive Authority**

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The following proposals taking effect in the 2024-2025 Academic Year were approved by USC Summer Executive Authority over the 2024 Summer session:

### **1) Anthropology**

The Department will make the following minor change to course:

*Title, description, crosslist, category:*

**~~ANTH-MDST 3747H: Language and Media: Writing Systems~~**

~~Explores various intersections of language and media from an anthropological perspective, in this case the comparison of writing systems and the different purposes to which writing is put as a material medium from lists inscribed on clay to bamboo love letters. Prerequisite: 4.0 university credits.~~

**ANTH-LING-MDST 3747H: Writing Systems**

Explores primarily non-alphabetic writing systems from linguistic and anthropological perspectives, including ancient writing systems (Sumerian, Egyptian, Anatolian, Mycenaean, Mayan, Olmec) and contemporary ones, the transition from writing lists to linguistic texts, and the different social roles of writing from clay accounting tablets of early state bureaucracies to bamboo love letters. Prerequisite: 4.0 university credits.

ANTH 3747H added to Category A in the Anthropology BA/BSc and Category A in the Archaeology BA/BSc.

## 2) Anthropology / Forensic Science

The Departments will make a minor modification to joint-major program requirements:

*Calendar copy*

### **Bachelor of Science Program in Anthropology**

- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree, with the following exception:
  - For students pursuing a joint-major Bachelor of Science degree in Forensic Science and Anthropology, 1.0 MATH credit at the 1000 level and 1.0 BIOL or CHEM credit at the 1000 level may be used to simultaneously satisfy the requirements of both programs. Refer to the Calendar entry for Anthropology joint majors and for Forensic Science joint majors for the complete requirements.
- Due to overlapping requirements, it is not possible to combine Anthropology and Archaeology in a joint-major Honours degree combination.
- Students may count no more than 1.0 credit from reading courses in Anthropology or equivalent toward the Honours degree.

### **Bachelor of Arts and Bachelor of Science Joint-Major Programs in Forensic Science**

- The same course may not simultaneously satisfy the requirements of both programs in a joint-major degree, with the following exceptions:
  - For students pursuing a joint-major Bachelor of Science degree in Forensic Science and Anthropology, 1.0 MATH credit at the 1000 level and 1.0 BIOL or CHEM credit at the 1000 level may be used to simultaneously satisfy the requirements of both programs. Refer to the Calendar entry for Forensic Science joint majors and for Anthropology joint majors for the complete requirements.
  - Students pursuing a joint-major Honours degree in Forensic Science and Biology are required to take the following courses which simultaneously satisfy the requirements of both programs: BIOL 1020H, BIOL 1030H, MATH 1051H, and MATH 1052H. Refer to the Calendar entry for Forensic Science joint majors and for Biology joint majors for the complete requirements.
  - Students pursuing a joint-major Honours degree in Forensic Science and Chemistry are required to take the following courses which simultaneously satisfy the requirements of both programs: CHEM 1000H, CHEM 1010H, and two of MATH 1005H, 1051H, 1052H, 1110H, 1120H, 1350H, or 1550H. Refer to the Calendar entry for Forensic Science joint majors and for Chemistry joint majors for the complete requirements.

## 3) Biology

The Department will make the following minor change to course:

*Reactivation from reserve:*

### **BIOL 4320H: Pharmacology (Sc)**

#### 4) Biomedical Science

The Program (within the Department of Biology) will make the following minor changes to courses:

*Prerequisite:*

**BIOM 4450Y/4451H: Placement in Biomedical Science (Sc)**

~~A minimum cumulative average of 75% and 13.5 university credits including BIOL 2050H, BIOL 2070H, BIOL 3080H, CHEM 1000H, and CHEM 1010H. Co-requisite: BIOL 3830H or 3840H.~~

A minimum cumulative average of 75% and 14.0 university credits including BIOL 3040H, BIOL 3080H, one of BIOL 3830H or 3840H, and an additional 0.5 BIOL credit at 3000 level or beyond.

**BIOM 4460H: Internship in Medical Sciences (Sc)**

~~A minimum cumulative average of 80% and 13.5 university credits including BIOL 3080H and one of BIOL 3830H or 3840H. Co-requisite: BIOL 4160H.~~

A minimum cumulative average of 80% and 14.0 university credits including BIOL 3040H, BIOL 3080H, one of BIOL 3830H or 3840H, and an additional 0.5 BIOL credit at the 3000 level or beyond.

#### 5) Canadian Studies

The School will introduce a new trial course:

*Calendar copy*

**CAST-POST-SOCI 3615H: Introduction to Black Politics in Canada**

An introduction to the political experiences and guiding ideologies of the Black population in Canada. Decidedly contemporary in nature and approach, the course critically examines the contributions of Blacks to the politics of Canada and how these contributions continue to shape and reshape Canadian Identity. Prerequisite: 3.0 university credits.

#### 6) Child & Youth Studies

The Department will introduce a new trial course:

*Calendar copy*

**CHYS 4020D: Independent Honours Thesis**

Conducted under the supervision of departmental faculty, the Honours thesis requires students to plan, execute, and report satisfactorily a substantial and well-designed piece of novel research based on careful study of a topic relevant to child and youth studies. Prerequisite: An average of 75% or higher in all CHYS courses completed; 14.0 university credits including a minimum 75% in CHYS 2010H; and permission of the department.

## 7) Education

The School will make the following minor changes to courses (per friendly amendments recommended by Senate on May 14, 2024):

*Description:*

### **EDUC 1050H: Understanding Teaching and Learning through Social Justice Lenses**

Introduces teaching and learning from the perspective of various eco-social justice lenses and Indigenous knowledge. Students begin to develop understandings of the scope of what it can mean to be “a teacher” in a variety of educational contexts, and how issues of socio-ecological justice (and injustice) permeate all aspects of teaching and learning. Not open to students with credit for EDUC 1010H or 1020H.

### **EDUC 2950H: Conceptions and Dispositions in Teaching and Learning**

Students investigate the nature of teaching, making space and place for eco-social justice in education (including Indigenous knowledge), within and against the context of representations of teaching and learning in society and media. Students will extend their understanding of what it can mean to be “a teacher” in a variety of educational contexts. Prerequisite: 60% or higher in EDUC 1050H or 1020H. Not open to students with credit for EDUC 2010H or 2020H.

## 8) Environment

The School will make the following minor changes to course:

*Title, description, prerequisite, delete full-credit version, delete ERST section:*

### **~~ERSC/ERST 3905Y, 3906H: Field Course Research Project (Sc depending upon topic)~~**

~~An opportunity for students to take a non-university credit field course offered by an external provider, then return to Trent and, for credit, write one or more reports on research that they undertook during the field course. Prerequisite: 9.0 university credits and a minimum average of 75% in ERSC/ERST courses; or permission of the TSE director.~~

### **ERSC 3906H: Field Research in Environmental Science (Sc)**

Students learn the skills for field investigations including writing research proposals and project design, and design and carry out research projects in various environmental specializations. Centres on work in the field. Prerequisite: 9.0 university credits including ERSC 1010H and GEOG-ERSC 2080H.

## 9) Forensic Science

The Department will introduce a new trial course:

*Calendar copy*

### **FRSC 4310H: Advanced Forensic Documentation (Sc)**

This course examines the operations, limitations, and applications of various advanced technologies for forensic and crime scene documentation, including laser scanning, image-based modelling, UAVs, and VR. Blending theory with

hands-on labs simulating real scenarios will equip students with the necessary knowledge and practical skills for deploying these technologies effectively.  
Prerequisite: 14.0 university credits including 70% or higher in FRSC 3010H.

## 10) Global Development Studies

The Department will make the following minor changes to course:

*Credit value, description:*

**~~GDST-ADMN 3030D: Social Entrepreneurship and Innovation Field Course~~**

~~This intensive summer course in Ghana comprises four weeks of in-class instruction and a four-week placement with an organization or firm. It provides first-hand knowledge of the challenges, promise, and limitations of social innovation and entrepreneurship in the institutional context of the Global South. Prerequisite: 4.0 university credits or permission of instructor. Equivalent to IDST 3030D.~~

**GDST-ADMN 3030H: Social Entrepreneurship and Innovation Field Course**

This summer field course provides first-hand knowledge of the challenges, promise, and limitations of social innovation and entrepreneurship in the institutional context of the Global South. Prerequisite: GDST-ADMN 2030H or permission of instructor. Not open to students with credit for IDST 3030D.

## 11) History

a) The Department will delete the following courses from the curriculum:

**HIST 3480Y/3481H/4480Y/4481H: Cuban Canada US Relations**

**HIST 4300Y: Topics in Modern German History**

**HIST 4360Y: Era of the Second World War**

b) The Department will reactivate the following courses from the reserve list:

*Calendar copy*

**HIST 2250Y: The Russian Empire**

The making and unmaking of the Russian Empire from the rise of Muscovy to the end of the Romanov dynasty. Prerequisite: 3.0 university credits or permission of the chair.

**HIST 3030Y: History of Night**

An introduction to contemporary approaches to cultural history through an investigation of witchcraft, crime, sexuality, entertainment, and other themes related to the dark side of human experiences. Prerequisite: 4.0 university credits or permission of the chair. Not open to students with credit for HIST-CAST 4030Y.

**HIST 4030Y: History of Night**

An introduction to contemporary approaches to cultural history through an investigation of witchcraft, crime, sexuality, entertainment, and other themes related to the dark side of human experiences. Prerequisite: 4.0 HIST credits or permission of the chair. Not open to students with credit for HIST-CAST 3030Y.

**HIST 4780Y: North American Popular Culture**

A study of North American entertainment from the early nineteenth century to the late twentieth century. The course focuses on both the evolution and social impact of dominant media forms, and on representative figures who captured public attention. Prerequisite: 4.0 HIST credits or permission of the chair.

**12) Philosophy**

The Department will make the following minor changes to course:

*Prerequisite:*

**PHIL 4540H: Twentieth-Century Philosophy**

7.0 university credits including PHIL 2410H, 3420H or 3430H, or permission of instructor.

**Graduate Studies Committee**  
Report to Senate at October 3, 2024

*Unless otherwise noted all changes will take effect May 1, 2025.*

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**For Senate Approval, Major Changes**

**1. Ph.D. in Canadian Studies**

**Change to program degree regulations: Removal of the language requirement**

- a) **Rationale:** As online translators are now readily available the language requirement, intended for students to demonstrate their research competence in another language, has become moot. Furthermore, it has been determined that many other Humanities and Social Sciences Ph.D. programs in Canada do not have a language requirement. Completion of the language requirement is not documented on students' transcripts and its removal will preserve departmental resources.
- b) **Details of Change:** Removal of the language requirement from the Ph.D. CAST program requirements.
- c) **Proposed Calendar Copy:**

**PROGRAM REQUIREMENTS**

*—satisfactory demonstration of an understanding of a language other than English. Although French is the most commonly selected second language, students may be permitted to substitute an Indigenous language or another language if it is demonstrably relevant to their research interests.*

*Remove "LANGUAGE REQUIREMENT" section under "PhD Program in Canadian Studies" in Academic Calendar (page 48 of the 2024-2025 Graduate Academic Calendar).*

**For Senate Approval, Minor Changes**

*Change to take effect once approved by Senate.*

**1. Master of Arts in Canadian Studies & Indigenous Studies**

**Change to course exclusion: Indigenous Settler Relations (CSID-HIST-SUST 5171H-CAST-6171H)**

- a) **Rationale:** Approved by Senate in the 2023-2024 Academic Year, INDG 4801H was excluded from CSID-HIST-SUST 5171H-CAST-6171H (*Indigenous Settler Relations*) due to the two courses being co-offered. The M.A. CSID Program has now decided to change the course exclusion from INDG 4801H to INDG 4201H (*Honours Collegium*).
- b) **Details of Change:** Change course exclusion for CSID-HIST-SUST 5171H-CAST-6171H (*Indigenous Settler Relations*) from INDG 4801H to INDG 4201H (*Honours Collegium*).
- c) **Proposed Calendar Copy:**

***CSID-HIST-SUST 5171H-CAST-6171H: Indigenous Settler relations***

*...Not open to students with credit for INDG ~~42014801H~~.*

*Change to take effect once approved by Senate.*

**2. Master of Management in Management**

**Change to course code: Entrepreneurship (MSMG-5240H)**

- a) **Rationale:** The course, *Entrepreneurship* (MSMG 5240H), was approved by Senate in the 2023-2024 Academic Year. Changing the course code from MSMG 5240H to MSMG 5420H aligns it with the undergraduate *International Entrepreneurship* course code (ADMN 4420H).
- b) **Details of Change:** Change *Entrepreneurship* course code from MSMG 5240H to MSMG 5420H.
- c) **Proposed Calendar Copy:**

**MSMG ~~5420~~5240H: Entrepreneurship**

*This course focuses on the creation and development of business ideas and models, and the sociological, psychological, and economic aspects of the origins and functions of entrepreneurs in business. This course benefits students with interest in entrepreneurial ventures, as well as those pursuing careers involving the creation, implementation, and assessment of innovations.*



**Trent University**  
**2024-25 Academic Planning & Policy Committee**  
**Senate Report 2 – October 15, 2024 – Open Session**

Submitted by: Dr. Michael Khan, Chair, Academic Planning & Policy Committee Report

Dated: October 4, 2024

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**AGENDA ITEMS FOR APPROVAL**

AP&P recommends to Senate that the following revised items be received by Senate for approval:

- 1) Course Syllabus Policy
- 2) Academic Regulations for Postgraduate Certificates

Agenda Item Title	Revised Policy Course Syllabus Policy
Submitted by	Dr. Michael Khan, Chair Academic Planning and Policy Committee
Recommendation	AP&P recommends to Senate that the revised Course Syllabus Policy be received by Senate for approval.

The Syllabus is the learning contract between the instructor and student, and a standardized template is now used through the Syllabus Builder on myTrent. Revisions to the Policy reflect current practices, are minimal, and include the following:

- the Policy has been reformatted and presented in standardized format
- the Policy has been updated to be consistent with current university policy practices, including removing information that belongs in implementation guidelines not in policy statements
- the Policy provides for the inclusion of university policy statements; however, the individual policy statements have been removed from the Policy (e.g., Academic Integrity)
- the process for submission has been removed
- the cost of learning materials has been added as per a recent Ministry directive

### Documentation

The following documentation has been included in this submission:

- A draft version of the revised Course Syllabus Policy
- The 2006 version of the Policy has been included for comparison purposes

### Consultation

- The Policy will be shared with TUFA Joint Committee for information.
- The Provost’s Planning Group reviewed the Policy.
- Deans approved the Policy to move forward to the Academic Planning & Policy Committee.
- Academic Planning and Policy Committee approved the Policy to move forward to Senate for final approval.

## Course Syllabus Policy

<b>Category:</b>	Academic – Students, Teaching, Faculty
<b>Approval:</b>	Senate
<b>Approval Date:</b>	_____, initial approval Dec 2006
<b>Responsibility:</b>	Office of the Provost & VP Academic

### Definitions

'Syllabus' (plural 'syllabi') in this policy means a requisite document that provides information about a course that meets the requirements of the University.

### Scope

This policy applies to all courses offered by the University.

### Policy Statement

All courses offered by the University shall have a syllabus approved by the academic unit responsible for the course (i.e., department, program, school).

Course instructors are responsible for the preparation of and adherence to a syllabus in accordance with University regulations, policies and guidelines.

Course instructors are responsible for the submission of syllabi for their assigned courses to their Chair by deadlines in accordance with University regulations, policies and guidelines.

Chairs are responsible for the review and approval of syllabi in accordance with University regulations, policies and guidelines.

Deans are responsible for ensuring syllabi are compliant with University regulations, policies and guidelines.

Approved course syllabi will be archived in the Course Syllabus Catalogue.

Syllabi shall include the following information:

- course title
- year offered
- campus location
- course instructor name and contact information
- academic unit name and contact information
- course delivery format and meeting times
- course description and learning outcomes

- schedule of topics and activities
- course readings, texts and other materials including costs
- assessments, examinations and evaluation (grading) scheme
- course fees, if any
- course guidelines.

Syllabi shall include relevant University policy statements as required by Senate (e.g., Academic Integrity, Access to Instruction; Sharing and Distribution of Course Content; Student Absenteeism, Missed Tests and Examinations).

### **Academic Regulations and Review of Syllabus with Students**

Each course has a syllabus which includes the method of assessment and the grading scheme. In some cases, an instructor may judge that certain regulations are inappropriate for a particular course, and may be granted a formal exemption by the Dean. Exemptions from relevant regulations, policies and guidelines may be approved by the Dean. Any such exemptions will be noted in the approved course syllabus.

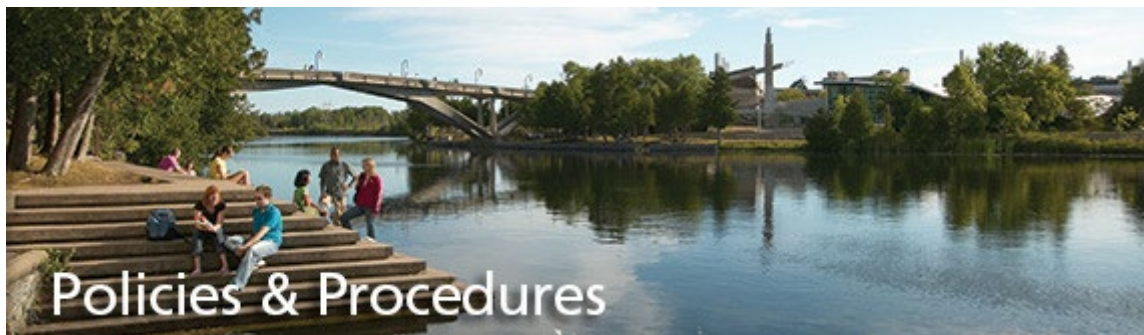
The instructor reviews the syllabus with the students at the first class in the course. The instructor may not change the grading scheme without the consent of all students attending the class. A vote may be held in the class following the announcement. For online asynchronous courses, a vote may be held online over a reasonable period after ensuring that advance notice has been given. Any changes must be reported to the department/program and the dean. Changes to the grading scheme that are to the benefit of all students in the course do not require student agreement.

### **Related Regulations, Policies & Guidelines**

- Academic Calendar – Undergraduate
- Academic Calendar - Graduate
- Course Syllabus Guidelines (Deans Offices)
- Undergraduate Academic Integrity Policy
- Graduate Academic Integrity Policy

### **Policies Superseded by This Policy**

None



### Course Syllabus

Approved by: Undergraduate Studies Committee	Issued by: Office of the Dean of Arts & Science	Date: December 2006
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Chairs are requested to initial each course syllabus before it is submitted to the Dean's Office, indicating that each outline conforms to the University's regulations set out in the University Calendar. Course syllabuses should also include the following information:

1. The instructor's name, office telephone number, campus location, and where possible, office hours.
2. The university, department, course name, number and year offered.
3. The secretary's name (optional), contact number and location.
4. Compulsory course fees, if any.
5. Course description - recommended that this be more detailed than in University Calendar.
6. Course format (i.e., lecture, tutorials, labs, number of contact hours per week, use of learningSystem/Blackboard, etc.).
7. Required and/or recommended texts.
8. Evaluation (i.e., grading/marking scheme).
9. Explanation of assignments.
10. Course policies on late submission of work and attendance in class/labs.
11. Schedule of topics and readings (list of readings may be provisional).
12. The syllabus may refer students to the departmental or university web site for other policies.
13. The University grading scheme may also appear on each syllabus. Please refer to policy on Grading and Assessment in the University Calendar for details.
14. Where appropriate, a reminder that all research involving the use of human subjects requires advance approval from a duly constituted University Committee.

The following university policy statements should be included on all course syllabi:

15. Academic Integrity

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's *Academic Integrity Policy*. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more – [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

16. Access to Instruction

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the

student Accessibility Services Office ( BH Suite 132 , 748-1281, [accessibilityservices@trentu.ca](mailto:accessibilityservices@trentu.ca)) as soon as possible. Complete text can be found under Access to Instruction in the Academic Calendar.

The following university policy statement should be included on all course syllabi for courses in which clickers are used as a portion of course grades:

17. Clickers (Personal Response Systems)

As clicker records are used in this course to compute a portion of course grades, the use of a clicker other than your own is an academic offence. In lecture or tutorial, possession of more than one clicker, or that of another student, may be interpreted as intent to commit an academic offence.

**Submission Deadline**

A complete set of course outlines for all full and half courses for your Department/Program should be forwarded to the Dean's Office on the dates indicated on the Chair's Calendar. Reading and Special Topic course outlines should conform to the same guidelines outlined above for regular course outlines and must be submitted to the Dean's Office as well. Course outlines will be kept on file in the Dean's Office for one year, after which they will be forwarded to Archives.

**Academic Regulations on Course Syllabuses from the University Calendar**

Each course has a syllabus which includes the method of assessment and the grading scheme. In some cases an instructor may judge that certain regulations are inappropriate for a particular course, and may be granted a formal exemption from them by the Dean of Arts and Science. Any such exemptions will be noted in the course syllabus.

The instructor reviews the syllabus with the students at the first class in the course. Any change thereafter in the grading scheme must be agreed to in writing by all students present at a subsequent class; at the class immediately following that one the revised section of the syllabus must be posted or otherwise communicated.

Approved by USC November 2005.

Updated and Approved by USC December 2006.

Agenda Item Title	Academic Regulations for Postgraduate Certificates
Submitted by	Dr. Michael Khan, Chair Academic Planning and Policy Committee
Recommendation	AP&P recommends to Senate that the revised Academic Regulations for Postgraduate Certificate be received by Senate for approval.

Enrolment in the postgraduate certificate programs has grown rapidly and there is a need to revise and clarify academic regulations pertaining to postgraduate certificates.

**Effective Date for Implementation:** Effective immediately following Senate approval. The revisions will be grandfathered in for students currently enrolled in postgraduate certificates.

**(1) Revision to University Requirement for all Postgraduate Certificates – Recommend that the 65% GPA required for graduation be revised to 60%**

Rationale

Lowering the graduation percentage from 65% to 60% will meet the needs of this student group and brings it into alignment with requirements of Trent’s general three-year BA degree programs.

Many of the students in the postgraduate students are international students and repeating even one course has large financial implications for the student. Lowering the GPA to 60% will enable most students to graduate from the program.

New Calendar Entry

University Requirement: A minimum cumulative average of 60% is required to graduate with a postgraduate certificate.

Consultation

- Members from Admissions, Office of Registrar, Trent International, Office of Provost
- Coordinators of the Postgraduate Certificate Programs
- Deans and Associate Deans

**(2) Propose that – Students entering additional postgraduate certificate programs may count up to a maximum of 1.0 credit (two 0.5 credit courses) towards the additional postgraduate certificate program. Related to this, language will be updated to eliminate the use of ‘transfer’ credit.**

Rationale

Students who have graduated from a Trent undergraduate degree are currently able to apply 1.0 ‘transfer’ credits to a postgraduate certificate. It was unclear whether students could apply 1.0 credits to each postgraduate certificate they enrol in, and whether students who do not hold a Trent undergraduate degree could apply 1.0 credits.

As well 'transfer credit' is normally used for external credits therefore it was recommended that this language be revised.

### **New Calendar Entry**

#### Double Counting of Credits

- Students who hold an undergraduate degree from Trent University may have a maximum of 1.0 credit (two 0.5 credit courses) from their degree applied to their postgraduate certificate program.
- Students entering additional postgraduate certificate programs may count up to a maximum of 1.0 credit (two 0.5 credit courses) towards the additional postgraduate certificate program.

#### Consultation

- Members from Admissions, Office of Registrar, Trent International, Office of Provost
- School of Business
- Deans and Associate Deans

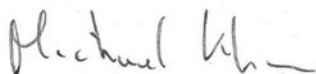


**Trent University**  
**2024-2025 Cyclical Program Review Committee**  
**Senate Report 2 – October 15, 2024**  
**Open Session – For Information**

Submitted by Dr. Suzanne Bailey, Chair, Cyclical Program Review Committee  
 Report Dated: Oct 2, 2024

**Agenda Items for Information**

**1. Final Assessment Report & Implementation Plan – Executive Summary –  
 BA Communications**

<b>DEGREE PROGRAMS BEING REVIEWED</b>	BA Communications
<b>EXTERNAL REVIEWERS</b>	Dr. Greg Elmer, Toronto Metropolitan University Dr. Penelope Ironstone, Wilfred Laurier University
<b>INTERNAL REPRESENTATIVE</b>	Dr. Hugh Hodges, Department of English and Cultural Studies, Trent University
<b>YEAR OF REVIEW</b>	2023-2024
<b>DATE OF SITE VISIT</b>	January 31, 2024
<b>Due Date for Implementation Report from the Program</b>	October 1, 2025
<b>Date Prepared by CPRC</b>	October 2, 2024
<b>Date Approved by Provost &amp; VP Academic</b>	Oct 3, 2024
<b>Signature of Provost &amp; VP Academic</b>	

Exclusive to Trent University Durham GTA, the Communications program helps students develop their communication, critical thinking, and writing skills. The Program is distinguished by its focus on student-centered undergraduate education and its ability to offer a comprehensive strategic communication education.

With a core group of Communications courses and a range of relevant selections from other programs, a Communications degree helps students to become creative, logical, and integrative thinkers and expert communicators. Some of the more popular courses are: Becoming Digital, Intro to Public Speaking, Write in Time, Capstone Project Course, Communication Theory, Event Management: Crisis Communications, and Workplace Communication.

The Communications program introduced a co-op program that gives graduating students experience in a wide range of sectors to ensure they have a competitive edge when entering the job market. In addition, students have the opportunity to gain hands-on experience working with a local business with a communication question or strategy. Students will learn how communication shapes and

influences the organization of communities, institutions, and governance both locally and globally.

## **Summary of Process**

During the 2023-2024 academic year, the Communications program underwent a review. Two arm's-length external reviewers (Dr. Greg Elmer, Toronto Metropolitan University and Dr. Penelope Ironstone, Wilfrid Laurier University and one internal representative, Dr. Hugh Hodges, Departments of English Literature and Cultural Studies, Trent University) were invited to review the self-study documentation. The site-visit took place on January 31, 2024.

This Final Assessment Report (FAR), in accordance with Trent University's Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the graduate degree programs. The report considers four evaluation documents: the Program's Self-Study, the External Reviewers' Report, the Program Response, and the Decanal Response.

A summary of the review process is as follows: the academic unit completed a self-study that addressed all components of the evaluation criteria as outlined in Trent's IQAP. Appendices included: Curriculum Vitae, Course Syllabi, Data Tables, Student and Alumni Surveys and a Library Statement of Support. Qualified external reviewers were invited to conduct a review of the program that involved a review of all relevant documentation (self-study, appendices, and IQAP policy) and participation in a virtual visit. During the virtual site visit, reviewers met with senior administration, faculty, students, and staff.

The External Reviewers' Report identified nine (9) recommendations. Ideally, recommendations will focus on a culture of ongoing and continuous improvement and prioritizing student-centred learning and experiences.

Following receipt of the External Reviewers' Report, the Program and Dean provided responses to the Report. Based on the four review documents, the Cyclical Program Review Committee (CPRC) then reviewed and assessed the quality of the degree programs and reported on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies seven (7) recommendations for action and specifies the proposed follow-up and the person(s) responsible for leading the follow-up. The Academic Unit, in consultation with their Dean, will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due October 1, 2025.

## **Significant Program Strengths**

The Reviewers were impressed with faculty quality and commitment to building the program. The level of faculty-student engagement and overall commitment to the Program will benefit future recruitment efforts and alumni-related programs and events. Faculty will continue to have a positive impact on continued growth of the program based on their skills set that includes diligence, creativity, and curricular design.

The Program has made a number of revisions to its curriculum including a name change to

'Communications'. The Program, as it appears in the 2023-24 university calendar, has coherence that has been bolstered by new course additions that draw on and highlight the expertise of its current faculty. The Program has reaffirmed its commitment to deeper learning impacts through new courses that combine theory and practice and experiential learning, which will improve the fulfillment of the Program Objectives and Program Learning Outcomes. The Reviewers noted that the Program makes good use of curricular resources including cross-listed courses and other core electives that help to flesh out the program. With these significant program revisions, the Reviewers believe these changes will encourage growth in student numbers.

The Reviewers noted that the Program has dedicated administrative support staff and a Coordinator who shows considerable insight and commitment to the program.

### Experiential Learning

The Program has prioritized increasing experiential learning opportunities for students and has made some advances in recent years. (e.g., Event Management course with on-campus event, "Stresslesstival" event planning, Crisis Communication AI simulation, etc.). Furthermore, the Program is actively working to create opportunities for students to enter into the workplace by launching a co-op program in 2023-24, which will be in place for the 2024-25 academic year.

### EDI

As the Program moves into phase two of its strategic plan, it aims to create courses that directly address the issues of Gender and Communication, Intercultural Communication, and Indigenous Communication and has committed to working with relevant university offices like the Office of Equity, Diversity, and Inclusion, and Trent's new Director of EDI to ensure that they emphasize social justice and EDI concerns.

### **Opportunities for Program Improvement and Enhancement**

In an effort to ensure sustained quality programming and student experience, the Program has been reluctant to expand quickly. The Reviewers agreed that the Program should 'avoid trying to "be all things to all people"'; however, it may need to expand to attract more majors.

The Program is encouraged to meet with Marketing and Recruitment to engage in more effective recruitment and promotion. The Reviewers noted that the Program lacks consistent and engaging program-specific marketing content and should also develop specific programming that compliments the co-op, internship, and other curricular strengths of the program. The development of a program-specific marketing and recruitment strategy and campaign should also reflect EDI. The Program's website lacks representation of their strengths and commitments to strategic communication and other related areas developed in the curriculum. Moreover, applicants may be confused as to the difference between the Communications and Business Communications degrees, in addition to the Media and Media Relations programs.

The Reviewers noted that there are more opportunities for collaboration (e.g., Journalism & Creative Writing, Cultural Studies, and Media Studies) to enhance other programs. Another potential opportunity for actualized collaboration mentioned by reviewers is the development of an updated and more detailed or granular curriculum map and UDLE document. This work will facilitate

opportunities to lay out and assess the programs backbone, identify learning outcomes, and identify areas for new courses, both within and outside the program. They noted that it will also provide oversight of cross-listed and core elective courses that may not be meeting student needs. Developing a plan for regular assessment of courses offered by Communications will also help to ensure learning objectives are met.

As part of a curriculum mapping exercise, the Program should consider student feedback received during the cyclical review. Students expressed that they want more courses at every level and more direct skills training and opportunities to gain meaningful work experience. On a related issue, students expressed a need for more courses within the broader Communications discipline that would specifically be designed to contribute to the program’s discipline and practice. Students also stated that they wish that they were not required to take so many courses in other programs. Students have expressed a desire for more online options in Communications. Currently, the Program only offers one online course (Becoming Digital), and the remainder of the courses are delivered in-person.

As stated by the Reviewers, a relatively small investment in a subscription to a professional software suite (e.g., Adobe Creative Cloud) would provide both instructors and students with powerful tools to produce quality digital communication content, designs, formats, and technologies.

### Implementation Plan

The Implementation Plan identifies those recommendations that require action by the academic unit. The Chair or Director, with members of the academic unit, will be responsible for leading the follow-up in consultation, and where appropriate, with Dean(s) and other university departments. The Academic Unit will report on actions taken and the status of each recommendation by the due date provided. The (Associate) Dean will be responsible for reviewing the Implementation Report and submitting the final report to the Office of the Provost.

Recommendation	Proposed Follow-Up	Specific Timeline	Position Responsible for Leading Follow-up
<p><b>Recommendation 1</b> The program should conduct a strategic evaluation of its teaching infrastructure with the goal of making both short-term and long-term investments in communications related software, hardware, and space.</p>	<p>The Program should develop a short and long term plan to identify technology and space needs.</p> <p>The Implementation Report should provide an update.</p>	<p>April 2025.</p>	<p>Program Coordinator, in consultation with Dean.</p>
<p><b>Recommendation 2</b> The program should develop a sustainable staffing plan to support, recruit, and retain instructors, most importantly the program coordinator and two full time faculty.</p>	<p>Faculty resource planning is part of the Annual Academic Planning Exercise and should be completed in consultation with the Dean.</p> <p>As well, Hiring requests are included in Annual Department/Program Staffing</p>	<p>Fall 2025.</p>	<p>Program Coordinator, in consultation with Dean.</p>

	plans, and approved in the University's budget process.		
<b>Recommendation 3</b> The university administration should put in place a long-term solution to the administration of small programs such as the communications program.	No follow-up required.  This process is covered by the TUFA Collective Agreement.		
<b>Recommendation 4</b> The university should develop program-specific marketing and recruitment materials (and website content) to more accurately reflect the specific focus of the communications program.	Work on this has commenced and changes should be identified in the Implementation Report.	Ongoing as of Summer 2024.	Program Coordinator, in conjunction with Dean and Marketing, Communications, and Recruitment.
<b>Recommendation 5</b> The program should develop a new curriculum map, program learning objectives, and UDLEs that reflect the current program structure and plans for program development.	The Program should complete a comprehensive curriculum mapping of their courses, including a review of POs and PLOs.  Changes and status of this exercise should be identified in Implementation Report.	Begin in 2024/25 Academic Year and completed by April 2025.  Ongoing.	Program Coordinator, in consultation with Dean.
<b>Recommendation 6 – Continuous Improvement</b> The program should set up a mechanism for regular review of courses, including cross-listed courses and core electives, to ensure program offerings are consistent with program learning objectives.	Continuous improvement is a function of quality assurance. The Program will report on its processes for collecting information and feedback on their students, assessment, evaluation, as well as feedback from faculty and external stakeholders.  Processes will be identified and reported in the Implementation Report.	Begin in 2024/25 Academic Year and ongoing.	Program Coordinator, in consultation with Dean.
<b>Recommendation 7</b> The program should consider possible collaborations with Creative Writing & Journalism, Cultural Studies, and Media Studies that may be mutually beneficial and enhance the programs.	Program is encouraged to connect with relevant Departments.  Any initiatives should be identified in Implementation Report	Begin in 2024/25 Academic Year and ongoing.	
<b>Recommendation 8 – Continuous Improvement</b> The program should set up a mechanism for regular feedback from program stakeholders,	Similar to Recommendation 6.  Program to report on the process for collecting feedback from program stakeholders, and report back in the	Begin in 2024/25 Academic Year and ongoing.	Program Coordinator and units/ individuals identified.

<p>including current students, applicants, alumni, community partners, including experiential learning, internship and Coop partners, among others, to gauge the relevance, effectiveness, and currency of the program.</p>	<p>Implementation Report.</p>		
<p><b>Recommendation 9</b>          Consideration should be given to expanding the size of the program committee to include membership from units with which it collaborates.</p>	<p>No follow-up is required.           This process is covered by the TUFA Collective Agreement.</p>		

## Report to Senate on Academic Integrity Offences 2023-2024

October 15, 2024

Office of the Provost & VP Academic

### Undergraduate Academic Integrity Policy

The Academic Integrity policy enacted by Senate in 2009 (revised 2013, 2023) is administered by the Deans of Arts & Science, Education, Nursing, and Durham with a requirement that a report on the actions taken under the policy be provided annually to Senate and published on the [Academic Integrity website](#). The website provides information on the policy, the process that is followed if academic dishonesty is found, and links to several sources of support for students and course instructors. Below is a summary (Table 1) of the 2023-2024 academic dishonesty offences by department, separated into the two major categories: copying/cheating and plagiarism.

**Table 1.** Summary of academic dishonesty offences from September 1, 2023 to August 31, 2024 with comparisons to the previous two years

Subject	Copying/ Cheating Major	Copying/ Cheating Minor	Plagiarism Major	Plagiarism Minor	Total 2023-24	Total 2022-23	Total 2021-22
ADMN	34	77		82	193	20	16
AHCL		4		5	9	4	1
ANTH		6		22	28	1	2
ASCI					0	1	0
BIOL	1	14		8	23	11	31
CAST		1			1	0	0
COMM					0	0	0
CHEM		6		7	13	11	6
CHYS				1	1	2	0
COIS		6			6	23	14
CUST	1		1		2	5	15
ECON	1	2		2	5	2	0
EDUC					0	0	0
ENGL				3	3	15	14
ERSC/T		1			1	0	1
FREN					0	0	1
FRSC	2	1			3	2	3
GESO		1			1	1	4
GEOG					0	0	0
HIST		1	1	5	7	11	1
INDG					0	0	0
IDST					0	2	1
KINE					0	2	1
MATH	2				2	0	0
NURS		5		5	10	14	39

Subject	Copying/ Cheating Major	Copying/ Cheating Minor	Plagiarism Major	Plagiarism Minor	Total 2023-24	Total 2022-23	Total 2021-22
PHIL	1	4		3	8	6	10
PHYS					0	2	0
PLCW					0	0	0
POST					0	4	0
PSYC	2	10	2	7	21	9	7
SOCI			1	1	2	7	10
SWRK					0	0	1
Registrar	1		1		1	0	0
<b>TOTAL</b>	<b>45</b>	<b>139</b>	<b>5</b>	<b>151</b>	<b>340</b>	<b>155</b>	<b>179</b>

Depending on the category of the subsequent offence, the policy stipulates that a period of suspension be imposed when a second or third offence occurs. Table 2 provides summary information on number of multiple offenders and number of students who were suspended or expelled. Students have several levels of appeal open to them. First, they can appeal to the chair of the department. The second level of appeal is to the dean following the decision by the chair. Lastly, students who are dissatisfied with the decision by the dean may petition to the Special Appeals Committee.

#### Offences Involving Use of AI Generators

Of the total 340 offences in 2023-2024, 75 involved unauthorized use of an AI generator as defined in the Academic Integrity Policy.

#### Offences Involving Sharing and Distribution of Course Content

As per the Policy on the Sharing and Distribution of Course Content (enacted by Senate in 2020), sharing and distribution of any course content other than among individual students registered in the course is not permitted without written permission of the instructor. Of the total 340 offences in 2023-2024, none involved the sharing and distribution of course content.

**Table 2.** Three-Year Summary of Multiple Offenders, Suspensions/Expulsions and Appeals

Category	2023-24	2022-23	2021-22	2020-21
Students with second or third offence (not necessarily in the same year)	23	17	16	24
Suspensions (one term to two years)	10	1	5	3
Expulsions	0	0	2	0
Appeal to Dean successful – reduction in penalty	5	2	3	6
Appeal to Dean unsuccessful	25	12	15	8
Special Appeal of Dean decision successful – reduction in penalty	2	2	2	3
Special Appeal of Dean decision unsuccessful	4	2	0	0



**Special Appeals Committee  
Report to Senate for 2023-24**

**Summary of Cases Heard in 2023-24**

17 appeals were filed in 2023-24.

Of these, one case was withdrawn, and one dealt with two matters. 16 cases went to a hearing with the following results:

- 7 appeals related to a finding of academic dishonesty (4 denied, 1 granted, 2 granted in part, - one reclassified as minor and the other a reduced penalty)
- 3 grade appeal (2 denied, 1 granted)
- 3 appeals of academic regulations (2 denied, 1 granted)
- 2 appeals for late withdrawal (2 denied)
- 1 appeal for a prerequisite waiver (denied)
- 1 appeal for readmittance (denied)

**Summary of Special Appeals 2019-20 to 2023-24**

<b>Year</b>	<b>Filed*</b>	<b>Denied</b>	<b>Granted or granted in part</b>	<b>Other</b>
2019-20	12	2	11	1
2020-21	8	5	3	
2021-22	10	4	6	
2022-23	6	3	2	1
2023-24	17	12	5	1

\*A filed appeal may deal with more than one matter.

“Other” includes cases where the committee did not have jurisdiction; the issue was resolved outside of the appeals process, the appeal is in abeyance at the student’s request, the appeal was withdrawn, or the student failed to maintain contact.