Agenda

The 521st Meeting of the Trent University Senate
Tuesday, January 14, 2025, 2:00 p.m.
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.

   Open Session

2. Chair's Remarks and Announcements — Chair

3. Minutes of the November 26, 2024 meeting of Senate and Business Arising — Chair — Exhibit 1

4. Undergraduate Studies Committee Report (for approval) — Senator Martic — Exhibit 2

5. Graduate Studies Committee Report (for approval) — Senator Brunetti — Exhibit 3

6. Academic Colleague Report (for information) — Senator McIntosh — Exhibit 4

7. Visioning Small Group Discussions — Chair — Exhibit 5

8. Any Other Business — Chair

9. Adjournment — Chair

The 520 Meeting of the Trent University Senate

Tuesday, November 26, 2024 2:00 p.m.
A.J. M. Smith Room

Minutes

Present: Senators Cathy Bruce (Chair), Joel Baetz, Suzanne Bailey, Stephen Brown, Craig Brunetti, Shutao Cao, Bruce Cater, Kirk Collins, Finis Dunaway. Neil Emery. Wenying Feng, Michael Hickson, Stephen Hill, Holger Hintelmann, Nancie Im-Bolter, Michael Khan, Lawrence Lam, Hugo Lehmann, Byron Lew, Michele McIntosh, Liam Mitchell, Kathryn Norlock, Fergal O'Hagan, Stephanie Rutherford, Catalina Sagarra, Aiden Schneider, Mark Skinner, Angela Slater-Meadows, Emily Tufts, Beth Wallace, Sarah West, Susan Wurtele and Andrew Vreugdenhil. Official Visitors Alma Barranco-Mendoza, Heather Crowley, Dwayne Collins, Brennan Cornell, Chioma Ifeanyichukwu, Connor Koch, Brandon Remmelgas. Associate University Secretary (Senate) Tara Harrington and Coordinator, Board and Senate Support Taylor Edwards.

Regrets: Senators Iyiola Alade, Jodi Ambrose, Stefan Bilaniuk, Suresh Narine, Mark Neufeld, Alan O'Connor, Paula Sherman, Joshua Syneko, Rylin Wormington, and Mrunmayee Vichare.

Welcome and adoption of the Agenda

The meeting opened with a welcome to the traditional 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

University Honours Subcommittee Report. The report included the names of individuals being recommended to receive honorary degrees in 2025. Following discussion, Senate approved a list of candidates.

Open Session

Chair's Remarks and Announcements. The Chair referenced her recent message to the community about the budget noting the following:
- Trent is anticipating a shortfall of 1.4 million in fiscal 2024-25. This is due primarily to lower enrolment-specifically enrolment of international students. Balancing this lower enrolment of new students we have shown an increased retention rate.
- Trent is taking a multi-pronged approach to this including new initiatives in program development, recruiting, budget management and revenue generation.
- There will be no in-year budget reductions but budget managers have been asked to model budget reductions for 2025-26.

- The Council of Ontario Universities is projecting that overall, universities in Ontario will see a shortfall of 600 million in fiscal 2025-26.
- Trent is in a better position than many universities and colleges some of which are cutting programs and/or staff and faculty.
- We are also about to enter negotiations for the next Strategic Mandate Agreement with the Ministry of Colleges and Universities, which will determine funding for the next five years.

The provost provided additional context:
- One reason the recent government restrictions on international students are not having the same level of impact at Trent that they are in other institutions is that approximately 75% of Trent students are domestic students—a much higher percentage than is the case for some other institutions.
- Canada's reputation as a destination for international students has suffered enormously as a result of the government restrictions. This will have a negative impact for many years.
- One of the latest restrictions announced has been regarding non-degree programs which must now be in areas where there is a perceived labour market demand.
- We are projecting a drop of approximately 800 international students. Departments, programs and the Deans have worked to develop qualifying programs that will enable us to recover some of these in the next several years.
- A suggestion had been made at Faculty Board that we look at increasing our recruitment in the United States.

Minutes and Business arising Meeting of October 15, 2024. The minutes were approved as presented. It was noted that the Academic Colleague's Report had been deferred until the January meeting of Senate.
Senator Khan provided Senate with information about the relative success rates of students that entered their programs under articulation agreements (88%) as compared to students who did not enter through articulation agreements (81.4%).

Undergraduate Studies Committee Report. Senator Norlock presented the report which included recommendations for the following major modifications:
Four postgraduate certificates:
- Accounting & Computer Science-10 credits, Peterborough campus only
- e-Commerce- 5 credits, both campuses
- Software Development-5 credits, both campuses and
- Logistics & Supply Chain Management-8 credits, Durham campus only

Chemistry - Honours Bachelor of Science in Chemistry—Co-op
Psychology - Bachelor of Arts and Bachelor of Science in Psychology—Co-op
Child & Youth Services - An articulation agreement that would allow qualified graduates of Sheridan Colleges Child and Youth Care diploma to enter Trent's Child & Youth Studies program with advanced standing.
In addition to the major modifications, the report included:

BSc-Renewal of a dual degree program in Chemical Engineering with Swansea University
Arts & Science – New course COOP 4000H
History – New regular course HIST n3620H
Languages & Linguistics – New regular course EAPP 1010H.

The proposed post-graduate certificates (PGCs) were discussed with one Senator noting that the full curriculum committee from the School of Business had not reviewed any of the ADMN-based programs. A Dean responded that this spoke to the urgency of the situation. These PGCs, along with others that would be discussed later on the agenda, were developed quickly in response to the budget challenges.

The provost went on to explain that on November 1, 2024 the federal government had introduced new eligibility requirements for Postgraduate Work Permits. Specifically, they had restricted eligibility for postgraduate work permits to students registered in postgraduate programs linked to areas with perceived labour market demand:
- STEM
- Health Care
- Transportation
- Trade and
- Agriculture.

These restrictions would have a significant impact on student intake into Trent's postgraduate programs. The proposed PGCs were designed to meet the eligibility criteria. It was reported that no new courses had been developed for these programs. The provost noted that, like all new programs, the program offerings would be reviewed within the first year or two and the courses that made up the PGCs could change in the future.
Senate approved the recommendations as presented.

Postgraduate Certificates. In addition to the postgraduate certificates that had been included in the USC report, the provost presented information about three additional PGCs:
- Logistics & Supply Chain Management - 1 year certificate offered only in Durham
- Health & Wellness – 2 year certificate offered only in Peterborough
- Digital Marketing – 2 year certificate offered in Durham only.

The full proposals had not been developed in time for the last meeting of the Undergraduate Studies Committee (USC) but would be reviewed at the next meeting of the USC. The provost explained that timing was critical—we needed to be able to market these programs immediately. Waiting until after the next meeting of USC to bring the proposals to the January meeting of Senate would hamper those recruiting efforts.
Following discussion, Senate approved the three PGCs contingent on positive review by the Undergraduate Studies Committee.

Graduate Studies Committee Report. Senator Brunetti presented the report noting
that there were two major changes and five minor changes:
Ph.D. in Cultural Studies - Proposal to remove the language requirement.

M.A. in Sustainability Studies – Change to program degree regulations.
Ph.D. in Canadian Studies - Change to credit value for the PhD dissertation.
Ph.D. in Indigenous Studies – Change to admission requirement.
M.A. in Sustainability Studies – Change to a course cross-listing.
School of Graduate Studies – Addition of new course: Professional Foundations (COOP-5000H).
Graduate Academic Regulations – Addition to masters "Examining committee" regulation to bring the regulation into line with the regulation for Ph.D. Examining committee regulations regarding potential conflict of interest of external member of committee.
Senate approved the proposals as submitted.

Academic Planning and Policy Committee Report. Senator Khan presented the report which included two recommendations – one to establish a new department of Psychology on the Trent Durham GTA campus and the other to recognize that the First People's House of Learning is distinct from the Chanie Wenjack School of Indigenous Studies.
It was reported that there had been extensive consultation regarding the proposal to create the new department. The curriculum and program would be the same across both campuses and there would be no new staff. When asked if other departments that operated on both campuses would be expected to follow this example the provost said that this would not be the case.
The provost noted that the recommendation to recognize that the First People's House of Learning and the Chanie Wenjack School for Indigenous Studies was being brought forward for information only. The two units are already separate but this is not widely understood.
Senate approved the recommendation to create a new department of Psychology on the Trent Durham GTA campus.

Research Policy Committee Report. Senator Hintelmann presented the revised Animal Care Standards Policy. In presenting the report Senator Hintelmann noted that the changes were minor.
Senate approved the revised policy as presented.

Cyclical Program Review Committee Report. Senator Bailey presented the report which included the Implementation Report for both the MA Cultural Studies and the PhD Cultural Studies.
Senate received the report as information.

Visioning Exercise. The president provided an overview of the visioning exercise that was being undertaken reminding Senators that it had been over ten years since the vision and mission had last

been reviewed. She hoped that the process would assist us in articulating who we are and the ways in which we are distinct from other institutions.

The process was to include seven phases- committee-based conversations, broad internal and external consultation, a survey, collation of the data collected, retention of an external consultant, development of draft materials and presentation of the final materials for feedback. It was anticipated that the process would last through the current year and into the fall of 2025.

One Senator asked about the rationale for bringing in an external consultant and, given the decision to do this, why the consultant was to be brought in mid-way through the process and not at the beginning. The president responded that having a fresh set of eyes on the data might be invaluable but that this was to be a Trent-led process. Senators discussed the process noting that we should address the following:

- Who are we *not* any longer?
- What were our founding values? Are they our current values?
- What are we doing to deliver on our values?
- Artificial Intelligence has changed the world already and will continue to do so. How will it change us? Can we exert any control over that?

Break out groups were slated for the January 2025 meeting of Senate.

Adjournment. The meeting adjourned at 4:02.

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

TRENT UNIVERSITY

2024–2025 Undergraduate Studies Committee

3rd Report to Senate – January 14, 2025

Notes
- Unless otherwise indicated, all curriculum changes will take effect in the 2025-2026 Academic Year
- Calendar copy deletions are marked with a strikethrough, and additions are marked with an underline

For Senate Approval

1) **Business**

   a) The School proposes to modify program requirements:

   Calendar copy
   Bachelor of Business Administration Program
   - ~~A minimum grade of 60% in each of ADMN 1000H, ADMN 1221H, ECON 1010H, and ECON 1020H is required for the Bachelor of Business Administration (BBA).~~

   Bachelor of Arts / Bachelor of Science Program in Business Administration
   - ~~A minimum grade of 60% in each of ADMN 1000H, ADMN 1221H, ECON 1010H, and ECON 1020H is required for the joint-major Honours BA or BSc in Business Administration.~~

   Prerequisite
   ADMN 2010H: Management Skills
   ~~2.0 university credits.~~
   2.0 university credits including 60% or higher in ADMN 1000H.

   ADMN 3021H: Fundamentals of Managerial Accounting
   ~~ADMN 1221H.~~
   60% or higher in ADMN 1221H.

   b) The School proposes to expand the content of an existing course into two new courses:

   Calendar copy
   ~~ADMN 4030H: Strategic Management~~
   ~~Focuses on the definition and analysis of strategic problems faced by business and government organizations in adapting to changes in their internal and external environments. Students are expected to draw broadly on knowledge and skills developed over their first three years. Prerequisite: 14.0~~

~~university credits, of which 5.0 must be ADMN credits including ADMN 2100H, 3021H, 3200H, and 3300H.~~

ADMN 3032H: Strategic Management
This course analyzes strategic challenges for business and government organizations adapting to internal and external changes. Students leverage their knowledge to explore vision, leadership, industry dynamics, and strategies for differentiation, diversification, alliances, and adaptation. Prerequisite: 10.0 university credits including 4.5 ADMN credits including ADMN 2100H and 3021H. Not open to students with credit for ADMN 4030H.

ADMN 4032H: Strategic Management 2
This course focuses on analyzing and improving firms' competitive positions using strategic frameworks. Students study internal and external organizational characteristics and apply tools from ADMN 3032H to real-life business scenarios. Students gain practical insights and enhance strategic thinking skills in this comprehensive class. Prerequisite: 14.5 university credits including 5.0 ADMN credits including ADMN 3032H. Not open to students with credit for ADMN 4030H.

2) **Cultural Studies**

The Department proposes to introduce a new regular course:

Calendar copy

CUST 2546H: Pop Before Rock
A cultural history of popular music from the 1860s to the 1950s designed to introduce the many genres of popular music (including New Orleans jazz, ragtime, Tin Pan Alley, classic and country blues, stride, boogie-woogie, society orchestras, swing, jump blues, and be-bop) as background for further study in upper year courses.
Category A

3) **French & Francophone Studies**

a) The Program (within the School for the Study of Canada / École d'études canadiennes) proposes to split a full-credit course into half credits:

Calendar copy

~~**FREN-CAST-CUST 4229Y: Science-fiction et fantastique québécois / Québécois Science Fiction and Fantasy Literature**~~

FREN-CAST-CUST 4227H: Le fantastique Québécois et franco-canadienne / Quebecois and Franco-Canadian Fantastic
A study of Quebec and Franco-Canadian fantastic and cognate genres (folk tales, magic realism, horror), both from a historical perspective, based on literary movements and tendencies, and from the perspective of genre theories. Prerequisite: 10.0 university credits, including 3.0 FREN credits beyond the 1000 level, or permission of the program coordinator. Not open to students with credit for FREN-CAST-CUST 4229Y.

FREN-CAST-CUST 4228H: Science-fiction Québécoise et franco-canadienne / Quebecois and Franco-Canadian Science Fiction
A study of Quebec and Franco-Canadian science fiction and cognate genres (fantasy, utopia, anticipation), both from a historical perspective, based on literary movements and tendencies, and from the perspective of genre theories. Prerequisite: 10.0 university credits, including 3.0 FREN credits beyond the 1000 level, or permission of the program coordinator. Not open to students with credit for FREN-CAST-CUST 4229Y.

b) The Program (within the School for the Study of Canada / École d'études canadiennes) proposes to compress a full-credit course to a half credit:

Calendar copy
FREN-CAST ~~4520Y~~ 4521H: Montréal
A study of Montreal as a founding element in literary and artistic works, from its foundation in 1642 to the present, with an emphasis on contemporary, original French language representations. Prerequisite: 5.0 FREN credits including 4.0 beyond the 1000 level, with a minimum of 60% in each; or permission of the program coordinator. Not open to students with credit for FREN-CAST 4520Y.

4) Indigenous Studies

The School proposes to split a full-credit course into two half-credit courses:

Calendar copy
~~**INDG 4300Y: Critical Theory and Indigenous Studies**~~

INDG 3302H: Introducing Indigenous Critical Theory
This introductory seminar course examines a diversity of Indigenous Critical Theory texts. It applies a broad interdisciplinary and inter-epistemological (Indigenous and Western) range of theoretical approaches to develop both personal and larger structural understandings and insights into Indigenous-Settler relations and possible pathways of decolonization, Indigenous resurgence, and reconciliation. Prerequisite: 10.0 university credits or permission of the instructor. Not open to students with credit for INDG 4300Y.

INDG 4302H: Indigenous Critical Theory
Examining the scholarship of Indigenous Critical Theory through an interdisciplinary and inter-epistemological (Indigenous and Western) analysis of topics, including critical sovereignty, crisis epistemology, inter-subjectivity, futurities, Indigenous feminisms, and Indigiqueer Studies. Promotes personal and broader structural understandings and insights into Indigenous-Settler relations and possible pathways of decolonization, Indigenous resurgence, and reconciliation. Prerequisite: 15.0 university credits or permission of the instructor. Not open to students with credit for INDG 4300Y.

5) **Languages & Linguistics**

The Program proposes to introduce a new regular course:

Calendar copy

SPAN 2600Y: Spanish in a Bolivian Context
A practical course that aims to further develop language skills at an intermediate to advanced level. Students develop Spanish competence in a real-world context by engaging in practical communicative situations in the classroom and the wider community, focusing on vocabulary and communicative strategies specific to the Bolivian context. Offered only in Bolivia. Prerequisite: SPAN 1000Y or 1002H, or permission of the study abroad program coordinator.

6) **Philosophy**

The Department proposes to introduce three new regular courses:

Calendar copy

PHIL 2161H: Buddhist Philosophy
A study of Buddhism as philosophy. Topics include the roots of Buddhism in Indian philosophy, the four noble truths, no self, impermanence, dependent origination, compassion, skillful means, the role of meditation practice, gender and Buddhism, socially engaged Buddhism, cultural influences on Buddhist philosophy, Buddhist art and aesthetics, and secular Buddhism and mindfulness-based stress reduction. Prerequisite: 4.0 university credits.

PHIL-MDST 2590H: Philosophy and Film
An exploration of philosophy in film and of the relationship between philosophy and film. The focus is on the ability of films not only to illustrate philosophical ideas, but also to advance our understanding of philosophical problems in ways unique to cinema. Prerequisite: 4.0 university credits or permission of the chair.

PHIL-KINE 3025H: Philosophy of Nature Sport and Recreation
An exploration of the ethics, meaning, and value of nature sports and recreation. Students study concepts of nature sport, outdoor recreation, nature and wilderness, embodiment, exploration, self-transcendence, and the freedom to roam alongside ethical, aesthetic, environmental, political, and social values in the pursuit of nature sport and recreation. Prerequisite: 7.0 university credits. Recommended: PHIL 2020H.

PHIL-POST 3190H: Philosophy of Race
This course introduces philosophical articulations of race, racism, and racialization. Students learn how political philosophers have made sense of race as a structural condition of the modern and contemporary world, as a force that shapes individual lives in different ways, and how they have explored the different ways in which racialization takes place. A wide range of philosophical approaches are explored. Prerequisite: 7.0 university credits including PHIL 1100H, or permission of the instructor.

7) Political Studies

The Department proposes to introduce two new regular courses:

Calendar copy
POST-CAST-CRIM-HURI-SOCI 3740H: The Politics of Legal Rights, Criminal Law, and the Canadian Judicial Process
An exploration of the politics of the Canadian criminal process. Examines legal rights under the Charter of Rights and Freedoms and critiques of the inequities of the Canadian criminal justice system. Also looks at key political issues in the making of criminal law, its enforcement, and the criminal trial process. Prerequisite: 7.0 university credits.

In conjunction with Sociology, SOCI 3740H will be added to the Sociology Specialization in Socio-Legal Studies (1.5 SOCI credits from SOCI 3250H, 3601H, <u>3740H,</u> 3962H, 3966H).

POST-PHIL 4332H: Abolition, Emancipation, Decolonization
This is an advanced political theory course that surveys how Black, Indigenous, and other colonized and racialized peoples across the globe have theorized and critiqued structures of racial and colonial domination, and in so doing articulated unique visions of freedom and justice, from the nineteenth century to the present. Prerequisite: 12.0 university credits including 1.0 POST, GESO, and/or PHIL credit; or permission of instructor.

For Senate Information

1) Cultural Studies

a) The Department will introduce a new trial course:

Calendar copy
CUST-ENGL-MDST 3524H: Storyworlds Across Media
This course frames media and genre as determinate factors in the creation of fictional worlds. It elaborates the political resonance such imaginary places have with the real world. Through the interpretation of comics, criticism, tabletop games, music, novels, and theory, students learn the influence of media on narrative. Prerequisite: 4.0 university credits. Not open to students with credit for CUST 4535H.
Category B and C

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

Title
CUST 2550H: Keywords: A Toolkit for <u>Media and</u> Cultural Studies

Title, description
CUST 2572H: ~~Workshop: Performance and Protest~~
~~What happens to theatre when we take it out of the theatre? This course concentrates on an in-depth study of the theories and the practice of Augusto~~

~~Boál, the Brazilian theorist and activist who has posed this question more comprehensively than any other practitioner of the late twentieth century.~~ Prerequisite: 4.0 university credits or permission of instructor.

CUST 2572H: <u>**Workshop: Theatre and Community**</u>
<u>The practice of any theatre involves ideas of community, both in its internal work practices and in its relationships to an audience. The course focuses this theme through the ideas of Augusto Boal, the Brazilian theorist and activist, and tests them against a range of theatre work from Shakespeare and Chekhov to the present day in Peterborough.</u> Prerequisite: 4.0 university credits or permission of instructor.

2) Education

The School will introduce a new trial course:

Calendar copy

UNIV 2001H: Making the Leap: Foundations of University Success
UNIV 2001H is a bridging program that supports students transferring from college as they transition to Trent. Students learn different ways of knowing at university and how to think critically about scholarly content. They acquire practical skills in reading, writing, communicating, and engaging in lectures, labs, and seminars. Open only to students in the Bridge Program.

Addendum – USC Report to Senate January 14, 2025

In addition to the postgraduate certificates approved by Senate on November 26, 2024 (Accounting & Computer Science, E-Commerce, Logistics & Supply Chain Management – 2-year program, and Software Development), Senate approved the following postgraduate certificates prior to review by USC:

- Logistics & Supply Chain Management (1-year program)
- Health & Wellness
- Digital Marketing

USC has now conducted a full review of the proposals. For the information of Senate, approved Calendar copy is included below. Revisions to note:

- Health & Wellness: NURS 5004H and 5009H are now NURS 4004H and 4009H.
- Digital Marketing: ADMN 3XXXH is now ADMN 3460H. COMM 3006H is now COMM 3005H.

Postgraduate Certificate in Health and Wellness

The Postgraduate Certificate in Health and Wellness is available to students who hold an undergraduate degree from any accredited university. The program is offered at Trent's Peterborough campus and may be taken on a full-time or part-time basis.

The interdisciplinary program will be of interest to recent graduates wishing to acquire knowledge and skills related to the relationship between behaviour and health focusing on health, wellness and the prevention and treatment of illness. The certificate program covers such topics as health communication, program evaluation, understanding health behaviour, lifestyle, mental health, psychology of health, among others. This certificate program is designed to expand the knowledge and skills of students who have graduated with degrees in health, physical and social sciences, nursing, and related disciplines in ways that are applicable for success working in health- and wellness-related fields.

Application Procedure
Candidates may apply through the Trent website at trentu.ca. An official transcript must accompany the application.

Applicants should determine the program and campus location they wish to study at and research the program length, courses, and available start terms and campuses prior to applying. After an application is submitted, changes to programs or campuses will not be made without a new, paid application. Once students are registered in courses, students will not be permitted to change programs or campuses.

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

Courses
The certificate program consists of the following 9.0 credits:
– 3.5 HEAL credits consisting of HEAL 1005H, 2005H, 3001H, 3002H, 3755H, 4001H, and 4700H
– 0.5 GESO credit consisting of GESO 2002H

– 1.0 KINE credit consisting of KINE 1001H and 4710H
– 1.5 NURS credits consisting of NURS 2015H, 4005H, and 4009H
– 1.0 PSYC credit consisting of PSYC 2200H and 2300H
– 1.5 SOCI credits consisting of SOCI 1001H, 2630H, and 3631H

Notes
- For individual course descriptions, see Health and Behaviour, Kinesiology, Psychology, Sociology, Gender & Social Justice, and Nursing. Please consult the academic timetable, available at trentu.ca/timetable, for information on when courses will be scheduled.
- Students are advised to follow the list of courses by term and should not vary this schedule.
- 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 a maximum of 1.0 credit (two 0.5-credit courses) toward the additional postgraduate certificate program.

Postgraduate Certificate in Logistics & Supply Chain Management

The Postgraduate Certificate in Logistics & Supply Chain Management is available to students who hold an undergraduate degree from an accredited university. The program is offered at Trent's Durham only and may be taken on a full-time or part-time basis.

This program equips students with essential principles and relevant methodologies in supply chain management, emphasizing strategic decision-making, sustainable practices, and risk management. Students gain hands-on experience with modeling and problem-solving tools, preparing them to apply these skills across diverse fields in supply chain and logistics.

Application Procedure
Candidates may apply through the Trent website at trentu.ca. An official transcript must accompany the application.

Applicants should determine the program and campus location they wish to study at and research the program length, courses, and available start terms and campuses prior to applying. After an application is submitted, changes to programs or campuses will not be made without a new, paid application. Once students are registered in courses, students will not be permitted to change programs or campuses.

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

Courses
The certificate program consists of the following 5.0 credits:
– 3.5 LSCM credits consisting of LSCM 1001H, 2002H, 2003H, 2005H, 3500H, 3400H, and 4200H
– 1.0 ADMN credits consisting of ADMN 2100H and 3032H
– 0.5 COIS credit consisting of COIS-ADMN 1620H

Notes
- For individual course descriptions, see Logistics and Supply Chain Management, Business Administration, and Computer Science. Please consult the academic

timetable, available at trentu.ca/timetable, for information on when courses will be scheduled in 2025–2026.
- 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 a maximum of 1.0 credit (two 0.5-credit courses) toward the additional postgraduate certificate program.

Postgraduate Certificate in Digital Marketing

The Postgraduate Certificate in Digital Marketing is available to students who hold an undergraduate degree from any accredited university. The program is offered at Trent's Durham GTA campus and may be taken on a full-time basis. This program will be of interest to recent graduates wishing to acquire good business acumen in maintaining a web presence for an enterprise. The topics covered include key areas in marketing and public relations, as well as the specifics of relevant topics like website best practices, customer relations, and social media strategy.

Application Procedure
Candidates may apply through the Trent website at trentu.ca/business. An official transcript must accompany the application.

Applicants should determine the program and campus location they wish to study at and research the program length, courses, and available start terms and campuses prior to applying. After an application is submitted, changes to programs or campuses will not be made without a new, paid application. Once students are registered in courses, students will not be permitted to change programs or campuses.

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

Courses
The certificate program consists of the following 10.0 credits:
– 2.5 ADMN credits consisting of ADMN 2080H, 2100H, 3150H, 3170H, and 3460H
– 5.0 COIS credits consisting of COIS 1010H, 1020H, COIS-ADMN 1620H, COIS 2240H, 2430H, COIS-ADMN 2620H, COIS 3400H, 3430H, 3750H, and 3850H
– 2.5 COMM credits consisting of COMM 2002H, 3002H, 3003H, 3004H, and 3005H

Notes
- 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 a maximum of 1.0 credit (two 0.5-credit courses) toward the additional postgraduate certificate program.
- Students are advised to follow the list of courses by term posted on the School of Business website (trentu.ca/business/programs/postgraduate-certificates) and should not vary this schedule.

Graduate Studies Committee
Report to Senate at December 12, 2024

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

For Senate Approval, Major Changes

1. **M.Sc. in Forensic Science**
   Changes to program curriculum and degree requirements
   a) **Rationale:** The proposed changes to the Forensic Science M.Sc. Program's curriculum and degree requirements are the result of student feedback and reflection of teaching resources. Reducing the degree requirements by 1.0 credit for both the "Course Based" and "Major Research Paper" streams, align them with those of other professional graduate programs at Trent University and within the industry. The several courses to be deleted have either not been offered in several terms, or it is no longer feasible to offer the course(s) due to changes in teaching resources. Deletion of the several courses warrants redevelopment of some courses (FRSC 5001H and FRSC 5600H) and creation of another (FRSC 5100H) to ensure students still receive the required knowledge and skills to become leaders of the Forensic Science industry.

   b) **Details of Change:**
   - Addition of FRSC 4312H as a course exclusion to FRSC 5030H
   - Removal of FRSC 5006H, FRSC 5020H, FRSC 5090H, FRSC 5110H, FRSC 5111H, FRSC 5570H and FRSC 5700H from Academic Calendar
   - Change to course title and description for FRSC 5001H and FRSC 5600H
   - Addition of new course: *Advanced Topics in Crime Scene Investigation* (FRSC 5100H)
   - Change to "Course Based" stream degree requirements: Reduce degree requirements by 1.0 credit
   - Change to "Major Research Paper" stream degree requirements: Reduce degree requirements by 1.0 credit

   c) **Proposed Calendar Copy:**

   1. **Course Based**
      This is a professional course-based program that consists of three academic terms. Through lectures, labs, and a full~~one~~ term research placement, students can be ready to apply the~~ir~~ learned skill sets to the workforce in one year. ~~S~~All ~~s~~tudents are~~will be~~ required to take FRSC 5001H, FRSC 5003H, ~~FRSC 5006H, FRSC 5007H, FRSC 5010H or FRSC 5020H,~~ FRSC 5030H, FRSC 5040H, and 2.0 credits from FRSC 5007H, FRSC 5010H, FRSC 5070H, FRSC 5100H, FRSC 5320H, FRSC 5600H or FRSC 5800H~~FRSC 5070H~~.

      Students will take two core courses each semester and are recommended to select two elective courses for the fall and winter for a total of four classes each semester.

      Students who have earned credit for FRSC 4312H are excluded from completing FRSC 5030H. These students must complete an additional 0.5 elective credit instead.

~~- Semester 1, 4 half credit (0.50) core courses + 1 half credit (0.50) elective + FRSC 5090H*~~
~~- Semester 2, 4 half credit (0.50) core courses + 1 half credit (0.50) elective + FRSC 5090H*~~
~~(*FRSC 5090H is a half credit course but spans the fall and winter semesters)~~
~~- Semester 3, Research Placement (FRSC 5009H)~~

2. **Major Research Paper**

   Students design and carry out forensic research under the supervision of a faculty member and write a major paper. Students must apply to the Major Research Paper stream of the MScFS degree (students may apply to both the course based and MRP options). Students must take 2.0 credits from the list of available program courses and are required to take two classes each semester. The specific courses will be selected in consultation with the faculty research supervisor.

   ~~Students design and carry out forensic research under the supervision of a faculty member and write a major paper. Permission of the program and availability of a faculty supervisor are required. Students will be interviewed by potential supervisors for the available major research paper positions. Available projects and application instructions will be circulated to all students accepted into the MScFS program over the summer prior to the start of the program in September. All students will be required to take FRSC 5001H, FRSC 5030H, and one of the following FRSC 5007H, FRSC 5010H. FRSC 5020H. The remaining 3 courses will be selected in consultation with the faculty research supervisor.~~
   ~~- Semester 1, 3 half credit (0.50) core courses + FRSC 5950H~~
   ~~- Semester 2, 3 half credit (0.50) core courses + FRSC 5950H~~
   ~~- Semester 3, FRSC 5970H~~

FRSC 5001H: Leadership & Communication in Forensic Science ~~Communicating Science & Forensic Reporting~~

Leadership and clear communication are required in all levels of forensic science. This course will introduce students to a broad spectrum of issues in forensic science leadership with a focus on clear communication. Students will have the opportunity to practice presenting technical scientific information to both scientific and non-scientific audiences.

~~A forensic scientist must be able to effectively communicate their knowledge and findings. This course will explore and practice the skills in presenting technical scientific information to both scientific and non-scientific audiences. Written and oral presentation of scientific knowledge will be a major component of this course.~~

FRSC 5030H: Presentation of Expert Evidence and the Courts

Forensic scientists must be aware of their roles and responsibilities within the Canadian (and international) judicial system. This course will explore the interplay between science and law. Expert witness testimony and the presentation of evidence will be a major and practical component of this course. Students will study criminal and civil procedures and rules of evidence specific to the role of forensic experts in providing testimony in court and tribunal settings. This course will prepare students for their future as expert witnesses. Oral and written communication skills will be employed throughout the course. This course is not open to students with credit for FRSC 4312H.

FRSC 5600H: Forensic Chemistry and Environmental Applications ~~Case Studies in Environmental Forensic Science~~

This course examines contemporary and iconic environmental forensic cases with a focus on the strategies and chemical techniques used to identify environmental poisonings and impacts. Through the exploration of case studies such as oil spills and corporate negligence, students will gain skills and knowledge in environmental forensic investigations. ~~This course examines contemporary and iconic environmental forensic cases, with a focus on strategies used to identify environmental poisonings and/or impacts. Through the exploration of case studies such as major oil spills, and chemical company negligence, students will gain skills and knowledge in environmental forensics investigations.~~

FRSC 5100H: Advanced Topics in Crime Scene Investigation
This course will provide a more detailed analysis of specific CSI techniques introduced in the Complex Crime Scene Analysis course. Topics may include bloodstain pattern analysis, firearms and ballistics, fingerprinting, death investigations, use of canines, etc. Prerequisite: FRSC 5040H.

Additional Changes:
- *Remove FRSC 5006H, FRSC 5020H, FRSC 5090H, FRSC 5110H, FRSC 5111H, FRSC 5570H and FRSC 5700H from course listing with Academic Calendar*
- *Move FRSC 5007H, FRSC 5010H and FRSC 5070H from REQUIRED COURSES listing to ELECTIVE COURSES listing*

2. **Master of Management**
Addition of new stream: Bridging
   a) **Rationale:** The proposed stream would provide Trent University graduates of the Bachelor of Business Administration (BBA) program a direct pathway into the Master of Management program, if they have earned credit for ADMN 3300H, ADMN 3250H, ADMN 3550H, ADMN 3800H and 3.0 4000-level ADMN credits as part of their bachelor's degree.
   b) **Details of Change:** Addition of new 12-month Master of Management course-based "bridging" stream, offered at both the Peterborough Symons and Durham GTA campuses. BBA graduates that meet the admissions requirements will automatically be accepted into the Master of Management – Bridging stream.
   c) **Proposed Calendar Copy:**
   Beginning on page 99 of the 2024-2025 Graduate Academic Calendar

   The Master of Management, the Master of Management – Bridging, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management are full-time, ~~16-month,~~ course-based programs, situated within the School of Business. The Master of Management, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management are 16-month programs, whereas the Master of Management – Bridging program is 12-months. The Master of Management, the Master of Management – Bridging and the Master of Management – Health Care Management degrees are available at either the Peterborough or Durham campuses while Master of Management – Strategic Change Management is available only at the Durham campus. In the case of the Master of Management, the Master of Management - Bridging and the Master of Management – Health Care Management degrees, students must select the campus at which they will study.

   The programs are designed to benefit those interested in taking on leadership roles either in Canada or abroad and to provide the skills needed to gain a competitive edge in the job market. Students may begin the Master of Management, the Master of Management – Health Care

Management or the Master of Management – Strategic Change Management either programs directly after their university graduation or after gaining postgraduation work experience. Students must begin the Master of Management – Bridging program the next September after completing their Bachelor of Business Administration degree at Trent University.

Developed to address the needs of today's employers, the Master of Management, the Master of Management – Bridging, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management curriculums each provide students with a grounding in a broad spectrum of business and management disciplines, from accounting to corporate finance and marketing to strategic and crisis management. The programs encourage students to understand the larger social issues facing business organizations in today's changing environment. The Master of Management, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management Each programs areis offered over four terms. In these programs, sStudents take four courses in each of their first three terms, then a work integrated learning opportunity in their fourth term. The Master of Management – Bridging program is offered over three terms. In this program, students take four courses in each of their first two terms and then a work integrated learning opportunity in their third term.
…

REGULATIONS

The general regulations and requirements of Trent University apply to graduate study in Management. Students are admitted to the Master of Management, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management programs in September, January or May. Students progress into the Master of Management – Bridging program in September. Applications for the Master of Management, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management programs should be received by February 1st for the September start, June 1st for the January start, and December 1st for May start date. No application is required for the Master of Management – Bridging program, but Trent University, Bachelor of Business Administration, students must notify the School of Graduate Studies that they intend to progress into the Master of Management – Bridging program the following September by February 1st.

To be eligible for admission into the Master of Management, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management programs, the applicant must possess a joint- or single major Honours BSc, BA degree or equivalent, with a minimum average of B+ (77%, GPA 3.3) in the last ten undergraduate credits. In addition to meeting the minimum admission average, admission decisions will be made based on: availability of space and the appropriateness of the applicant's previous education and training.

Applicants to the program are expected to have a foundation in appropriate research methodology either through familiarity with calculus or completion of an undergraduate quantitative methods course. Successful completion of an undergraduate quantitative methods course will prove to be very helpful for students wishing to apply to this program. Enrolment is limited; preference will be given to applicants who exceed the above minimum requirements and those with relevant work experience. Applicants should have graduated within the last five years of seeking admission.

To be eligible to progress into the Master of Management – Bridging program, Trent University graduates of the Bachelor Business Administration program must have graduated with a minimum average of B+ (77%, GPA 3.3) in their last ten undergraduate credits. These graduates must have also earned credit for 3.0 4000-level ADMN credits, ADMN 3300H, ADMN 3250H, ADMN 3550H and ADMN 3800H as part of their Bachelor of Business Administration degree.

Students admitted to the Master of Management, the Master of Management – Health Care Management and the Master of Management – Strategic Change Management programs are required to complete 13 courses, including a workplace integrated learning course that is normally completed during final term of study. Students that progress into the Master of Management – Bridging program are required to complete 8 courses, including a workplace integrated learning course that is normally completed during final term of study.

Students must attain a minimum cumulative average of 70% and complete three preparatory workshops before they can start the workplace integrated learning project. A grade of at least B-(70%) must be obtained in each of the graduate courses. For further details, see the University's Failed Course Policy.

PROGRAM OPTIONS
…
Course-Based Master of Management – Bridging
Complete 5 additional courses: MSMG 5030H: Marketing Management, MSMG 5050H: Managerial Economics, MSMG 5120H: Organizational Effectiveness, MSMG 5210H: Strategic HR Management, MSMG 5260H: Strategic Management
…
COMPLETION TIME
Master of Management: Sixteen (16) months
Master of Management – Health Care Management: Sixteen (16) months
Master of Management – Strategic Change Management: Sixteen (16) months
Master of Management – Bridging: Twelve (12) months

3. **M.Sc. in Nursing, Professional Practice Leadership**
   Terminate partnership for joint Nursing, Professional Practice Leadership M.Sc. Program with Ontario Tech University
   If approved by Senate, this change will take effect May 1, 2026
   a) **Rationale:** Ontario Tech University and Trent University have agreed to terminate the joint M.Sc.N. Program and offer standalone programs at their respective institutions. This will allow Trent University to grow its M.Sc.N. Program that is restricted by the current Memorandum of Understanding (MOU).
   b) **Details of Change:** Removal of all references to the Trent University/Ontario Tech University joint Nursing, Professional Practice Leadership M.Sc. Program from the Graduate Academic Calendar, as well as any online and marketing resources.
   c) **Proposed Calendar Copy:**
      Page 108 of the 2024-2025 Graduate Academic Calendar

      In response to current and emerging trends in health care delivery, nursing practice, and health care workforce needs, the Trent-Fleming School of Nursing (TFSON) formed a partnership with

~~Ontario Tech University to~~ design<ins>ed</ins> and implement<ins>ed</ins> the Master of Science in Nursing (MScN) Professional Practice Leadership program.

For Senate Approval, Minor Changes

1. **G.Dip, M.Sc. and M. in Bioenvironmental Monitoring and Assessment**
   Change to course description: *Environmental Policy* **(BEMA 5009H)**
   a) **Rationale:** The content of BEMA 5009H was reviewed in the Fall 2024 term, resulting in new additions. To best reflect the redeveloped content, the BEMA 5009H course description requires revision.
   b) **Details of Change:** Change to BEMA 5009H, *Environmental Policy,* course description.
   c) **Proposed Calendar Copy:**

   BEMA 5009H: Environmental Policy
   ~~This course provides a review of environmental legislation in Canada and abroad, and how it relates to the support, management, and exploitation of ecosystems. Specific attention will be given to past and present environmental standards and regulations, Species-at-Risk legislation, international treaties and obligations regarding air, land, and water, as well as anticipated changes to environmental policy that will impact future standards and practices for industrial development and resource exploitation.~~
   <ins>This course covers key environmental laws and policies related to environmental protection, land use, and natural resource management and conservation. Students will gain an understanding of jurisdiction, how to navigate and interpret legislation, and will review environmental legislation that establishes rules, standards, permitting, compliance, and enforcement mechanisms. Commonly incorporated key principles will be discussed, including public participation, impact assessment, mitigation, and risk management.</ins>

Academic Colleagues

October 02 and 03, 2024

Evening meeting, Wednesday, October 02, 2024, 6:00 – 8:30 pm

Welcome and Introductions

Given significant turn-over at the Academic Colleagues table and a number of questions have been raised regarding note-taking, co-Chair Kim Hellemans provided clarification on reporting to Senates. She noted that COU provides summary meeting notes, which Colleagues are free to share with their Senates or use as the basis of their own notes. She further clarified that reports to Senate should be high level and to use Chatham House Rules as there should be no attribution on discussions and some information shared is not public, so that Colleagues can feel free to speak openly without attribution to themselves or their institution.

The feedback on the discussion was positive and most appreciated the clarity as they were unsure what to share and what not to. There was some discussion on the timing of the meeting notes and Senate meetings, and it was recognized that they don't always align with the institutional Senate dates. COU was asked to send out the meeting notes as soon as possible following our meetings; COU did commit to getting the notes out shortly after each meeting.

COU Advocacy Strategy

Krista Orendorff, Vice-President Public Affairs, joined the Colleagues to present on COU's multi-year escalating advocacy strategy.

Presenter Orendorff highlighted that the strategy was designed to correspond with government decision making milestones, including the Fall Economic Statement, the Budget, and a potential early election. The strategy is focused on three key components: advocacy, stakeholder engagement, and communications. The role of Colleagues in helping to disseminate the message was identified, and the following key messages were shared with Colleagues:

- Ontario's universities are essential to building the workforce and the economy of the future. They are preparing graduates with the skills and experience necessary to meet Ontario's growing labour market demands today and lay the foundation for tomorrow's prosperity.

- Ontario's universities are graduating job-ready students. In fact, the latest Graduate Survey from the Ministry of Colleges and Universities shows that 95.1% of university graduates are not only employed within two years of graduating, but they are successfully finding employment in some of Ontario's most in-demand areas, aligning with Ontario's workforce needs.

- Investing in long-term, stable funding for Ontario's universities means investing in the high-quality programs, services and resources students need to graduate job-ready while also ensuring they have the supports they need to succeed in today's rapidly changing job market.

- Government, business, community partners and universities must work together to ensure universities have the resources they need to continue support students, lead innovation and drive economic growth for the benefit of Ontario.

Colleagues asked questions around timing of components of the advocacy strategy, what resonates, and how to explain our positioning when it impacts "pocket books".

The discussion following the presentation focused on advocating to the public, including parents, and types of messaging that would resonate with these audiences. There was some discussion that very high-level, statistics-heavy messages would not resonate with individuals outside of academia/universities.

Colleagues meeting, Wednesday, August 14, 2024, 9:00 am – 12:00 pm

Land Acknowledgement

The Land Acknowledgment was provided by Liliane Dionne. Following her acknowledgement she shared the following link with Colleagues: Canadian association of university teachers: Guide to Acknowledging First Peoples & Traditional Territory

COU Update

The Chief of Staff and Acting Corporate Secretary provided an update on key issues affecting the sector. She noted that the government is continuing the process of negotiating the SMA 4 agreements and that government directives on the Strengthening Accountability and Student Supports Act had been released.

She further noted, that the recent federal government announcement of an additional 10% cut to international student study permits, as well as the inclusion of Masters and PhD programs in the cap, would add to the continuing financial challenges that the sector is currently facing and that was noted in a public response to government.

The Chief of Staff and Acting Corporate Secretary reiterated to Colleagues that COU is continuing to advocate with the government for the full implementation of the Blue-Ribbon Panel's recommendations.

Colleagues discussed the impacts of the current financial situation, as well as the impact of government decisions on institutional autonomy.

Information Sharing

Colleagues shared updates on topics and issues that were front-of-mind at their respective institutions, including attracting and retaining students, budget development and deficits, new programs, and leadership searches.

Postsecondary Accessibility Standards Update

COU staff provided an update on the postsecondary accessibility standards, including that while the sector was still waiting to hear which of the 185 recommendations would make it into the final standard, work was already underway to categorize and share information across the sector to avoid duplication.

Colleagues raised their experiences with accessibility in the classroom, and noted that accessibility was also a consideration for faculty – it can be labour-intensive for individual faculty members to implement some of the accessibility needs of students, particularly as it relates to term work accommodations. It was clarified that the postsecondary accessibility standard was designed for students, but that work was being done on cohesion between that standard, the current elements of the Accessibility for Ontarians with Disabilities Act and the Ontario Human Rights Code. The presentation has been included for information as an attachment.

Other Business

- Committee Updates:

    o There were no committee updates

- Potential items for Council:

    o Promoting the Value of Universities to the Public * The predominant discussion focused on promoting the value of universities

    o Open Access

- Topics for future meetings:

    o Climate change

    o Accommodations with the Ontario Human Rights Commission

    o Collegial governance

    o Scarborough Charter

    o Graduate Education and Supervision

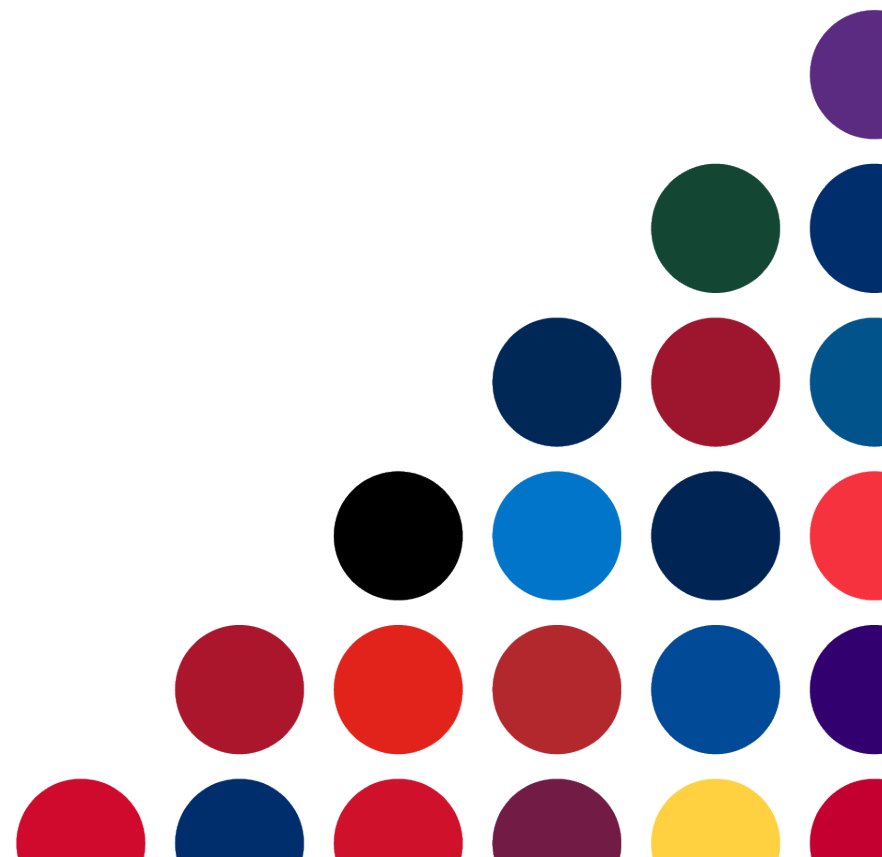**Land acknowledgement at future meetings**

- November meeting – Kathy Moscou

- February meeting – Michelle McIntosh

Postsecondary Accessibility Standards Update

An Overview of COU's Work Towards Supporting Sector-Wide Implementation of Accessibility Standards

October 2024

Agenda Overview

1. What is the AODA?

    ➢ Integrated Accessibility Standard Regulation (IASR)

2. Postsecondary Education (PSE) Standards Development Committee (SDC)

3. PSE SDC's Identified Barriers and Recommendations

4. Overall Assessment & Implications

5. PSE SDC Recommendations Address Eight Barriers

    ➢ Barrier area 2: Awareness & Training

    ➢ Barrier area 3: Assessment, curriculum & instruction

    ➢ Barrier area 4: Digital learning & technology

6. COU Reference Group on Accessibility (RGOA)

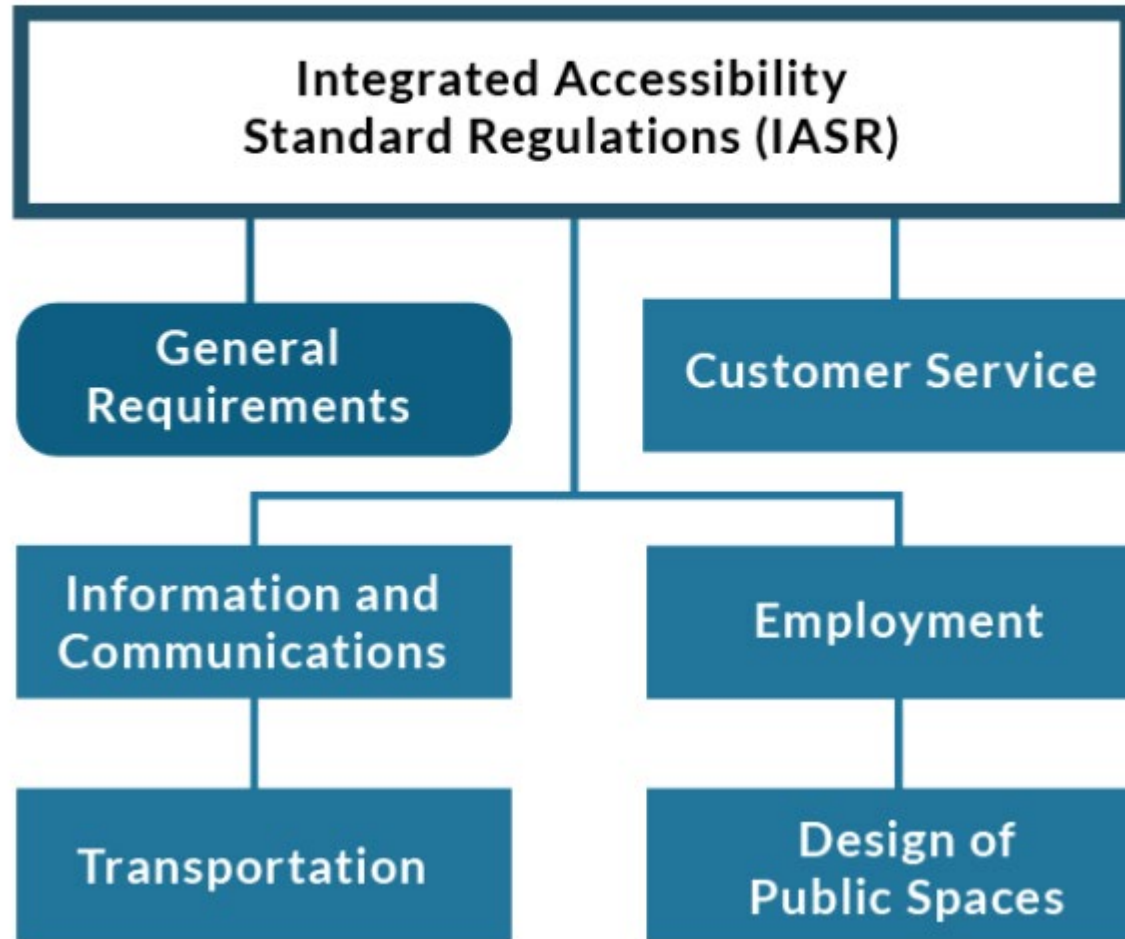7. Current Project Status

8. Next Steps

What is the AODA?

- The **Accessibility for Ontarians with Disabilities Act, 2005** (AODA) became law on June 13, 2005.

- Under this landmark legislation, the Government of Ontario developed **mandatory accessibility standards** that identified, removed and prevented barriers for people with disabilities in key areas of daily living.

- The standards set milestones that must be reached every five years or less, so that **Ontario is fully accessible to people with disabilities by 2025**.

- The 4th (and final) independent review of the AODA by Rich Donovan was made public December 2023.

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA)

Accessibility for Ontarians with Disabilities Act
AODA

Integrated Accessibility Standard Regulations (IASR)

- General Requirements
- Customer Service
- Information and Communications
- Employment
- Transportation
- Design of Public Spaces

Universities have obligations under the AODA for the five standards.

Postsecondary Education Standards Development Committee (PSE SDC)

- The role of the PSE Standards Development Committee was to **provide recommendations to address accessibility barriers in publicly funded postsecondary education** provided by colleges and universities.

- These recommendations are intended to **inform the government's work on proposed new accessibility standards for education**.

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Overall Assessment & Implications

- The standards are intended to **address barriers to postsecondary education** and will impact every area of the institution in a systemic way.

- Universities will need to establish mechanisms for **incorporating the lived experience of persons with disabilities** into institution policies and procedures.

- Implementing the recommendations will require a significant amount of resources, including **education and training development**.

- The timelines associated with the implementation of the recommendations vary from immediately to three years' time – **implementation required by 2025**.

- Universities will need to be mindful of recommendations in relation to conflict resolution and **complying with the directives of the Ontario Human Rights Commission**.

- Some recommendations encroach on the existing AODA standards.

PSE SDC Recommendations Address Eight Barriers

The PSE SDC put forward **185 recommendations**, divided into nine categories of barriers:

1. Attitudes, behaviours, perceptions, and assumptions
2. Awareness and training
3. Assessment, curriculum, and instruction
4. Digital learning and technology
5. Organizational barriers
6. Social realms, campus life
7. Physical and architectural barriers
8. Financial barriers

Barrier area 2: Awareness & Training

- Recommendations in this section build upon the requirements of the information and communications standards[1] under the AODA.

- The PSE SDC recommend that **all university employees should receive mandatory, paid, foundational employee onboarding training and awareness education** related to the AODA and how it applies to a postsecondary education setting, ableism and discrimination.

- **Their recommendations fall into two key areas:**
  - government leadership
  - training for specific audiences

[1] The Information and Communications Standards of the AODA list rules for organizations to create, provide, and receive information and communications that people with disabilities can access. The standards give all people an equal chance to learn and be active in their communities. Organizations must provide or arrange accessible formats and communication supports when providing information to people with disabilities, upon request.

Barrier area 3: Assessment, curriculum & instruction

- The PSE SDC's approached barriers in learning environments with a **systemic lens** – that the system was not designed for inclusion, and in order to change this, we need to look at all the overall systems that impact and support learning in postsecondary education.

- **Their recommendations fall into six key areas:**
  - pedagogy/andragogy
  - accessible format educational materials
  - institutional responsibility
  - quality assurance
  - diversity of learning environments
  - proposals

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Barrier area 4: Digital learning & technology

- In an accessible digital learning environment, **students with disabilities must be able to access and use technology, produce and consume content, and engage in learning independently and effectively.**

- The context of the recommendations in this section **spans the postsecondary digital learning environment**, where learning takes place online, remotely, blended and face-to-face using digital technology and digital content.

- **Their recommendations fall into six key areas:**
  - accessible technology
  - accessibility plan
  - accessible procurement support
  - accessibility training/practice
  - accessible and inclusive pedagogy/andragogy
  - accessible content

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COU Reference Group on Accessibility (RGOA)

- The general mandate of the RGOA (est. 2008) is to assist Ontario universities in becoming more accessible to students, faculty, staff and the wider community with disabilities and with the specific goal of **helping Ontario universities to meet AODA requirements**.

- The RGOA was reconvened last fall to support the initial review, and now sector-wide implementation, of the new standards.

- The Group serves as a **hub for the centralized coordination and development of resources**, facilitating an optimal use of time and resources, rather than duplicating work at each university

Current Project Status

- The RGOA is currently working to create six cross-sector working groups to support the university-wide implementation of the final standards and offer coverage of the PSE SDC "accessibility barrier themes."

- The Working Groups will begin meeting fall of 2024.

- Working Group deliverables are expected summer 2025 but are subject to change depending on Ministry requirements.

Next Steps

COU and RGOA co-chairs to orient incoming Working Group chairs and members

Working Groups to convene mid-October 2024 and begin resource development

Reference Group on Accessibility to meet quarterly and check-in on Working Group progress

COU will provide updates to Academic Colleagues and other advisory committees as this work continues

COUNCIL OF ONTARIO UNIVERSITIES

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