

Agenda

The 522nd Meeting of the Trent University Senate
 Tuesday, February 11, 2025, 2:00 p.m.
 A.J.M. Smith Room

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 January 14, 2025 meeting of Senate and Business Arising (for approval) Chair Exhibit 1
4. Undergraduate Studies Committee Report (for approval) Senator West Exhibit 2
5. Graduate Studies Committee Report (for approval) Senator Brunetti Exhibit 3
6. Approval of Convocation Lists (for approval) Chair Exhibit 4
7. 2025-26 Meeting Schedule (for approval) Chair Exhibit 5
8. Cyclical Program Review Committee Report (for information/discussion) Senator Bailey Exhibit 6
9. Any Other Business Chair
10. Adjournment Chair

The 521st Meeting of the Trent University Senate

Tuesday, January 14, 2025 2:00 p.m.

Via Zoom

Minutes

Present: Senators Cathy Bruce (Chair), Iyiola Alade, Joel Baetz, Suzanne Bailey, Craig Brunetti, Bruce Cater, Kirk Collins, Finis Dunaway, Neil Emery, Wenying Feng, Michael Hickson, Stephen Hill, Holger Hintelmann, Hugo Lehmann, Byron Lew, Sanela Martic, Michele McIntosh, Liam Mitchell, Suresh Narine, Fergal O'Hagan, Emma Perratt, Stephanie Rutherford, Catalina Sagarra, Aiden Schneider, Paula Sherman, Mark Skinner, Angela Slater-Meadows, Emily Tufts, Beth Wallace, Sarah West, Robert Wright, Mrunmayee Vichare and Andrew Vreugdenhil. Official Visitors Alma Barranco-Mendoza, Dwayne Collins, Brennan Cornell, Heather Crowley, Chioma Ifeanyichukwu, Connor Koch. Associate University Secretary (Senate) Tara Harrington and Coordinator, Board and Senate Support Taylor Edwards.

Guests: Marilyn Burns and Benjamin Hickey

Regrets: Senators Jodi Ambrose, Stefan Bilaniuk, Shutao Cao, Nancie Im-Bolter, Michael Khan, Lawrence Lam, Mark Neufeld, Alan O'Connor, Joshua Syneko, and Susan Wurtele.

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.

Open Session

Chair's Remarks and Announcements. The Chair noted that the February meeting of Senate would be held in person.

She reported that Trent had submitted the first draft of the new Strategic Mandate Agreement (SMA) and met with staff from the Ontario Ministry of Colleges and Universities. During the meetings she had pointed out that Trent had had enrolment above the funded corridor for longer than any other university. Negotiations will take place during the winter and spring building to a final draft of the agreement.

Trent has signed a Memorandum of Understanding with the Buddhish College of Canada (BCC) to facilitate collaboration between the two institutions.

Minutes and Business arising Meeting of November 26, 2024. The minutes were approved as presented.

Undergraduate Studies Committee Report. Senator Martic presented the report which included recommendations for the following major modifications:

Business – Modify program requirements for the Bachelor of Business Administration program. Expand ADMN 4030H into ADMN 3032H and ADMN 4032H.

Cultural Studies – New regular course CUST 2546H.

French & Francophone Studies – Split FREN-CAST-CUST 4229Y into FREN-CAST-CUST 4227H and FREN-CAST-CUST 4228H.

Compress FREN-CAST 4520Y into FREN-CAST 4521H.

Indigenous Studies – Split INDG 4300Y into INDG 3302H and INDG 4302H.

Languages & Linguistics – New, regular course SPAN 2600Y.

Philosophy – Four new, regular courses PHIL 2161H, PHIL-MDST 2590H, PHIL-KINE 3025H and PHIL-POST 3190H.

Political Studies – Two new, regular courses POST-CAST-CRIM-HURI-SOCI 3740H and POST-PHIL 4332H.

Senate approved the recommendations as presented.

The report also included an update on the three postgraduate certificate programs that had been provisionally approved at the November meeting of Senate.

Graduate Studies Committee Report. Senator Brunetti presented the report which included the following recommendations:

M.Sc. in Forensic Science – Changes to curriculum and degree requirements.

Master of Management – Addition of Bridging stream.

M.Sc. in Nursing, Professional Practice Leadership – Terminate partnership with Ontario Tech University.

Senator Brunetti reported that the Forensics proposal to reduce degree requirements by 1.0 credit for both the course-based and major research paper streams would align the requirements with those of other professional graduate programs at Trent. The new bridging stream in the Master of Management would offer graduates of our BBA program a direct path into the Masters program provided they had earned credit in a number of specified courses.

The termination of the partnership with Ontario Tech would allow each institution to offer standalone programs. The current MOU that Trent has with Ontario Tech restricts our ability to grow our M.Sc.N. program.

Senate approved the proposals as submitted.

Academic Colleague Report. The Chair noted that the report was included in the package and asked Senators with questions to direct them to Senator McIntosh, the Academic Colleague, directly.

Senate received the report as information.

Visioning Exercise-Small Group Discussions. The president provided a brief overview of the purpose of the exercise. Following these opening comments Senators were divided into groups and asked to answer the following questions:

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- What is Trent at its best?
- What should Trent look like 10-20 years from now?
- What makes Trent unique?

When Senate reconvened, each group was invited to provide highlights of their discussions. Common themes emerged, among them:

- Trent fosters collaboration (between students and faculty, between faculty, between Trent and the communities we operate in).
- Interdisciplinarity (of programs, research) is key.
- Trent is, and should be, accepting of differences, inclusive, diverse and accessible.
- Trent has been a leader in the areas of Indigenous Studies and the environment.
- There is a tremendous sense of community here.
- Interconnectedness across the institution.
- We offer high-quality programs and unique opportunities for individualized learning.
- There is a strong sense of place here. We have a beautiful campus.
- There is significant potential for growth in Trent Durham/GTA.
- Collegial environment.

The discussion continued with Senators providing additional comments:

- The world is facing many crises and people are afraid. They need to know that universities are the place to go to find answers. Hope that when students come to Trent in 10-20 years they find that the whole institution is working to solve these problems.
- Alum could be more engaged. As a group they have a wealth of knowledge to share/contribute.
- Students leave Trent with a knowledge of how to approach problems and many of our alum are very engaged the broader community.
- We engender and enable multi-disciplinary discussions.

The Chair noted that a survey had been developed that would allow individuals, or groups, to provide additional input. Senators would be sent a link to a survey and were invited to complete it.

Any Other Business. A Senator noted the importance of academic advising and noted that it should be available to every student, particularly in their first year of studies.

Adjournment. The meeting adjourned at 4:00.

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



2024–2025 Undergraduate Studies Committee

4th Report to Senate – February 11, 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 – Major Modifications

1) Forensic Anthropology

The Departments propose to introduce a degree program combining the joint-major program in Forensic Science and Anthropology:

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Forensic Anthropology

The Forensic Anthropology program integrates the study of science and law with investigative practice and theory. Students receive a comprehensive biological anthropology education through the study of human evolution, growth and development in relation to environmental, genetic, and cultural factors. Students practice case work, learn team-building, analyze ethical and legal issues related to evidence, and face the challenge of communicating complex scientific evidence within the legal system. Students in the program may also participate in a placement/mentorship course where they gain valuable “real-world” experience and begin to develop their professional network.

Notes

- The Bachelor of Science in Forensic Anthropology is a direct-entry program with a limited number of student places. A secondary school diploma and six Ontario U/UM credits including one 4U credit in each of Biology, English, and Mathematics are required for admission. Normally, students with an overall average lower than 75% will not be admitted to the program.
- It is not possible to combine Anthropology and Forensic Science in a joint-major Honours degree. There is no joint-major program, General program, or minor in Forensic Anthropology.
- This program is only available on the Peterborough campus.

Bachelor of Science Program in Forensic Anthropology

The single-major Honours program. 20.0 credits including the following 16.5 credits:

- 3.5 FRSC credits consisting of FRSC 1011H, 1030H, 2011H, 2020H, 2100H, 3010H, and 4312H

- 2.5 FRSC credits at the 4000 level in addition to the above
- 6.5 ANTH credits consisting of ANTH 1001H, 1030H, 2123H, 2150H, 2410H, 3123H, 3153H, 3404H, 3405H, 3540H, 3731H, 4420H and 4430H
- 1.0 ANTH credit from ANTH 3000Y, 3151H, 3460H, 3850Y, 3851H, 3855H, 4153H, or 4163H
- 0.5 ANTH credit at the 4000 level in addition to the above (may include ANTH 4153H or 4163H if not taken to fulfill the previous line)
- 1.5 BIOL credits consisting of BIOL 1030H, 1050H and 2050H
- 1.0 MATH credit consisting of MATH 1051H and 1052H
- In addition to the program requirements listed above, students must satisfy the University degree requirements, including 0.5 credit from the Approved Indigenous Course List and 14.0 science credits

2) Articulation Agreement – Durham College

A new articulation agreement is proposed between Trent University and Durham College to enable qualified graduates of Durham's Business – Supply Chain and Operations diploma program to enter the Logistics & Supply Chain Management program with advanced standing, receiving 7.0 credits toward the 20-credit degree:

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Degree Completion Programs – Durham College

Logistics & Supply Chain Management (Bachelor of Arts, Honours)

Qualified students may enter the Logistics and Supply Chain Management degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business – Supply Chain and Operations diploma program with a minimum overall average of 75%.

3) Articulation Agreement – Durham College

A new articulation agreement is proposed between Trent University and Durham College to enable qualified graduates of Durham's Business Administration – Supply Chain and Operations Management advanced diploma program to enter the Logistics & Supply Chain Management program with advanced standing, receiving 9.0 credits toward the 20-credit degree:

Calendar copy

Degree Completion Programs – Durham College

Logistics & Supply Chain Management (Bachelor of Arts, Honours)

Qualified students may enter the Logistics and Supply Chain Management degree program at Trent University on an advanced standing basis, subsequent to the successful completion of the Business Administration – Supply Chain and Operations Management advanced diploma program with a minimum overall average of 75%.

4) Articulation Agreement – Fanshawe College

A new articulation agreement is proposed between Trent University and Fanshawe College to enable qualified graduates of Fanshawe's Pre-Health Sciences Pathway to Advanced Diplomas and Degrees certificate program to enter a Trent Bachelor of

Science program with advanced standing, receiving 3.5 credits toward the 20-credit degree:

Calendar copy

Degree Completion Programs – Fanshawe 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 Pre-Health Sciences Pathway to Advanced Diplomas and Degrees certificate program with a minimum overall average of 75%.

5) Articulation Agreement – Sault College

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

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Degree Completion Programs – Sault College

Bachelor of Arts, Honours – multiple majors

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 program, or General Arts and Science – University Transfer diploma program, with a minimum overall average of 75%.

For Senate Approval

1) Articulation Agreements – Durham College

Renewal and update of three articulation agreements is proposed between Trent University and Durham College to enable qualified graduates of Durham's Business Administration – Accounting, Business Administration – Human Resources, and Business Administration – Marketing advanced diploma programs to enter the Business Administration (BBA) program with advanced standing, receiving 10.0 credits toward the 20-credit degree:

Calendar copy

Degree Completion Programs – Durham College

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 Advanced diploma program with a minimum overall average of 75%.

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 – Human Resources advanced diploma program with a minimum overall average of 75%.

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 – Marketing advanced diploma program with a minimum overall average of 75%.

2) Arts & Science (Co-op)

The Program proposes to regularize non-credit work term courses:

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COOP 2100P: Work Term 1

COOP 2100P Work Term 1 is the first work term for students in a registered co-op program. This non-credit course is designed to support student career development through goal setting, performance evaluations, and reflective writing about their work term experience. Open only to students registered in a co-op program.

Prerequisite: COOP 2000H with a minimum grade of 65%, and minimum university credits by program:

12.0 university credits: Artificial Intelligence, Business – Accounting, Chemistry, Kinesiology, Psychology, Software Engineering.

10.0 university credits: Accounting & Economics, Ancient Greek & Roman Studies, Anthropology, Archaeology, Arts & Science, Canadian Studies, Communications, Criminology, Cultural Studies, Economics, English Literature, Financial Science, French Studies, Gender & Social Justice, Global Development Studies, History, Human Rights & Global Justice, Indigenous Environmental Studies, Indigenous Studies, Media Studies, Philosophy, Political Studies, Sociology.

8.0 university credits: Business, Conservation Biology.

6.0 university credits: Computer Science.

COOP 3100P: Work Term 2

COOP 3100P is the second work term for students in a registered co-op program. This non-credit course is designed to support student career development through goal setting, performance evaluations, and reflective writing about their work term experience. Open only to students registered in a co-op program. Prerequisite: COOP 2100P.

COOP 4100P: Work Term 3

COOP 4100P is the third work term for students in a registered co-op program. This non-credit course is designed to support student career development through goal setting, performance evaluations, and reflective writing about their work term experience. Open only to students registered in a co-op program. Prerequisite: COOP 3100P.

Placeholder codes for non-credit work term co-op courses will be changed from subject-specific to the COOP subject code:

2000 level changing to COOP 2100P:

ADMN 2900P, ADMN 2901P, AGRS 2800P, ASCI 2100P, ANTH 2950P, ANTH 2951P, BIOC 2700P, CAST 2700P, CHEM 2100P, COIS 2700P, COIS 2701P, COMM 2800P, CRIM 2700P, CUST 2100P, ECON 2100P, ENGL 2800P, FINA 2700P, FREN 2100P, GDST 2700P, GESO 2100P, HIST 2100P, HURI 2700P, IESS 2500P, INDG 2500P, KINE 2100P, MDST 2100P, PHIL 2800P, POST 2700P, PSYC 2100P, SOCI 2701P

3000 level changing to COOP 3100P:

ADMN 3900P, ADMN 3901P, AGRS 3800P, ASCI 3100P, ANTH 3950P, ANTH 3951P, BIOC 3700P, CAST 3700P, CHEM 3100P, COIS 3700P, COIS 3701P, COMM 3800P, CRIM 3700P, CUST 3100P, ECON 3100P, ENGL 3800P, FINA 3700P, FREN 3100P, GDST 3700P, GESO 3100P, HIST 3100P, HURI 3700P, IESS 3500P, INDG 3500P, KINE 3100P, MDST 3100P, PHIL 3800P, POST 3700P, PSYC 3100P, SOCI 3701P

4000 level changing to COOP 4100P:

ADMN 4900P, ADMN 4901P, AGRS 4800P, ASCI 4100P, ANTH 4950P, ANTH 4951P, BIOC 4700P, CAST 4700P, CHEM 4100P, COIS 4700P, COIS 4701P, COMM 4800P, CRIM 4700P, CUST 4100P, ECON 4100P, ENGL 4800P, FINA 4700P, FREN 4100P, GDST 4700P, GESO 4100P, HIST 4100P, HURI 4700P, IESS 4500P, INDG 4500P, KINE 4100P, MDST 4100P, PHIL 4800P, POST 4700P, PSYC 4100P, SOCI 4701P

3) Business

a) The School proposes to modify program requirements:

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The BBA Honours program. 20.0 credits including the following ~~11.5~~ 12.0 credits:

– ~~6.0~~ 5.5 ADMN credits consisting of ADMN 1000H, 1221H, 2010H, 2100H, 2220H, 2221H, 2230H, 2510H, ~~3021H~~, 3032H, 3200H, and 3300H, ~~4030H, and 4101H~~

– 0.5 ADMN credit from ADMN 4032H, 4040H, 4101H, or 4450H

– 0.5 ADMN credit at the 4000 level in addition to the above (excluding ADMN 4820Y, 4870H, 4880H, 4890Y, 4900Y, 4901H, 4902H, 4903H)

– 3.5 ADMN credits at the 3000 level or beyond in addition to the above

– 2.0 ECON credits consisting of ECON 1010H, 1020H, 1250H, and 2200H

Bachelor of Arts and Bachelor of Science Programs in Business Administration

The joint-major Honours program. 20.0 credits including the following ~~8.0~~ 8.5 credits:

- 5.0 ADMN credits consisting of ADMN 1000H, 1221H, 2010H, 2100H, 2220H, 2221H, 2510H, ~~3021H~~, 3032H, 3200H, and 3300H, ~~and 4030H~~
- 0.5 ADMN credit at the 4000 level (excluding ADMN 4820Y, 4870H, 4880H, 4890Y, 4900Y, 4901H, 4902H, 4903H)
- 1.5 ADMN credits at the 3000 level or beyond in addition to the above
- 1.5 ECON credits consisting of ECON 1010H, 1020H, and 2200H

4) Child & Youth Studies

The Department proposes to introduce two new regular courses:

Calendar copy

CHYS 2020H: Applications of Quantitative Research Methods and Statistics

Introduces research and statistical methods commonly used in the social sciences. Topics include descriptive statistics, inferential statistics, and correlational designs, distribution, standardized scores, hypothesis testing procedures (t-tests, one-way ANOVA) as well as correlation, chi-square, and regression. Prerequisite: 4.0 university credits including 60% or higher in CHYS 2010H.

CHYS 4007H: Rights Based Community Engagement with Children and Youth

Students explore theoretical perspectives and best practices pertaining to community engagement with children and youth. Students engage children and young people through facilitating a children's rights workshop to elicit their insights on a rights-based topic. Prerequisite: A minimum cumulative average of 70% and 13.0 university credits including 1.5 CHYS credits at the 3000 level including 70% or higher in CHYS 3001H.

5) Communications

The Program proposes to introduce two new regular courses:

Calendar copy

COMM-AIST 3004H: Artificial Intelligence in Communication

Artificial intelligence (AI) is increasingly involved in digital communication, media, and public relations. This course explores the theoretical foundations and practical applications of AI in various communication domains. The challenges and ethical implications of the evolving role of AI in communication and media are also examined. Prerequisite: 2.0 university credits or permission of the instructor.

COMM 3005H: Social Media Management

Provides students with a comprehensive understanding of the theory and practice of strategic social media programming. Topics covered include strategies and tactics for social media programming, content creation and curation, performance measurement, the assessment of an organization's social media needs, and the development of effective plans and schedules. Prerequisite: COMM 2002H or permission of the instructor.

6) Philosophy

The Department proposes to introduce a new regular course:

Calendar copy

PHIL-AIST-COIS 3410H: Non-Classical Logic

Building on classical propositional and first-order logic, this course introduces students to a variety of non-classical logics including modal logic, intuitionistic logic, and many-valued logic, as well as fuzzy logic. Prerequisite 7.0 university credits including PHIL 2410H.

7) Political Studies

The Department proposes to introduce a new regular course:

Calendar copy

POST-CAST-PHIL 2250H Introduction to Democratic Leadership

Introduction to Democratic Leadership introduces students to the field of political leadership. Some classic texts on the challenges of leadership are engaged. The course focuses on key ethical dilemmas and strategic choices that leaders face in the real world, considers the complexity of leadership in a globalized world, and surveys the role of trust in positive, transformational leadership. Prerequisite: 4.0 university credits or permission of instructor.

8) Sociology

The Department proposes to introduce a new regular course:

Calendar copy

SOCI 1003H: Foundations of Black Studies in Canada

This course offers a foundational understanding of Black/African peoples in Canada, exploring themes such as migration, identity, resistance, and the struggle for equity and social change. Students examine Black Studies' complexities and the importance of Black Canadian history in discussions about race, inclusion, and systemic injustice through an interdisciplinary lens.

For Senate Information

1) Anthropology

The Department will make the following minor changes to courses:

Title

ANTH 1001H: General Anthropology Introduction to Anthropology

Description

ANTH 2410H: Biological Anthropology: Darwin, Death, and Disease (Sc)

~~Students learn about the roles of evolution, disease, and death in shaping modern human and non-human primate biology, behaviour, and distribution. Students learn more about research methods and applications of this research.~~

~~Topics covered include evolution, infectious disease, growth and development, forensic anthropology, skeletal anatomy, and nutrition. Prerequisite: ANTH 1001H (or 1010H) or permission of instructor.~~

Students learn how evolution, disease, and death shape human and non-human primate biology, behaviour, and distribution. Weekly labs provide opportunities to work with casted materials/fossils, develop and apply knowledge, learn research methods and skills in the subfields. Topics covered include primate origins and evolution, health/disease, growth/development and skeletal anatomy.
Prerequisite: ANTH 1001H (or 1010H) or permission of instructor.

Title, description, prerequisite

ANTH 3151H: Lab Methods: Lithics and Bone (Sc)

~~The description and analysis of materials from archaeological contexts, including stone tools, bone tools, shell, and ecofacts. This course focuses on hands-on analysis of materials. Fundamental techniques of recording and cataloguing, such as drawing and photography of artifacts, are taught throughout.~~

~~Prerequisite: ANTH 2121H and 2122H or permission of instructor.~~

ANTH 3151H: Lab Methods 1: Reductive Technologies (Sc)

A hands-on course providing training in archaeological techniques for formally recording and analyzing artifacts adapted from raw materials and potentially ecofacts that attest food preparation and consumption. Approaches may include experimental archaeology to gain insight into reductive processes. Prerequisite: 1.0 credit from ANTH 2121H, 2122H, or 2123H, or permission of instructor.

Title, description, prerequisite

ANTH 3152H: Lab Methods: Ceramics and Historics (Sc)

~~Introduces students to basic methods for analyzing of archaeological ceramics and historic artifacts, focusing on ceramic technology and the production of glass and metal artifacts as technologies that transform raw materials into new substances. Prerequisite: ANTH 2121H and 2122H or permission of instructor.~~

ANTH 3152H: Lab Methods 2: Transformative Technologies (Sc)

Introduces students to basic methods for analysis of archaeological artifacts created through the transformation of raw materials into new substances, such as ceramics, glass, and/or metal. Prerequisite: 1.0 credit from ANTH 2121H, 2122H, or 2123H, or permission of instructor.

Prerequisite:

ANTH-GDST-INDG 4770H: Anthropology of Colonialism

~~Prerequisite: ANTH 2001H. Co-requisite: ANTH 3991H.~~

Prerequisite: ANTH 3123H or 3991H.

2) Biology

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

Prerequisite

BIOL 4080H: Developmental Biology (Sc)

~~Prerequisite: A minimum overall average of 65% in completed BIOL, BIOC, and/or BIOM courses and 12.0 university credits including BIOL 2070H and~~

~~1.0 BIOL credit at the 3000 level.~~

Prerequisite: A minimum overall average of 65% in completed BIOL/BIOC/BIOM courses and 12.0 university credits including BIOL 2070H, 3080H, and an additional 0.5 BIOL credit at the 3000 level.

Prerequisite

BIOL 4130H: Human Cell Biology (Sc)

~~Prerequisite: A minimum overall average of 65% in completed BIOL, BIOC, and/or BIOM courses and 12.0 university credits including BIOL 2050H, 2070H, 3080H, and 0.5 additional BIOL credit at the 3000 level.~~

Prerequisite: A minimum overall average of 65% in completed BIOL/BIOC/BIOM courses and 12.0 university credits including BIOL 2070H, 3080H, and an additional 0.5 BIOL credit at the 3000 level.

Prerequisite

BIOL 4550H: One Health (Sc)

~~Prerequisite: A minimum overall average of 75% in completed BIOL courses and 12.0 university credits including BIOL 2000H, 2050H, 2070H, 2260H, 2600H, and 2.0 BIOL credits at the 3000 level.~~

A minimum overall average of 75% in completed BIOL/BIOC/BIOM courses and 12.0 university credits including: BIOL 1020H, 2050H, 2070H, and 2600H; one of BIOL 1030H or BIOM 1000H; one of BIOL 2000H, GEOG-ERSC 2080H, MATH 2560H, PSYC 2018H, or PSYC 2019H; and 2.0 BIOL credits at the 3000 level.

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

Calendar copy

Specialization in Health Sciences

9.0 credits with a minimum 75% average:

- ~~2.5~~ 3.0 BIOL credits consisting of BIOL 1020H, 1030H, 2050H, 2070H, 2110H, and 3080H
- 1.0 CHEM credit consisting of CHEM 1000H and 1010H
- 0.5 BIOL credit from BIOL 3830H or 3840H
- ~~5.0~~ 4.5 credits from the following:
 - BIOL-2110H
 - BIOL 3040H
 - BIOL-PSYC 3210H
 - [Etc.]

3) Business

- a) The School will introduce three new trial courses:

Calendar copy

ADMN 3460H: Selling: 0 to 10

Examines contemporary principles and practices of personal selling in business and entrepreneurial contexts. Students learn effective selling

techniques, from prospecting to closing, emphasizing relationship building and ethical practices. Through role-playing exercises, case studies, and simulations, students develop transferable skills in communication and business development. Prerequisite: 9.0 university credits including ADMN 2100H, or permission of instructor.

ADMN-AIST 4430H: AI Innovations in Business

This course develops students' capabilities to drive business innovation and entrepreneurship in the AI era. Through evidence-based frameworks and hands-on projects, students build both practical applications and entrepreneurial skills essential for identifying, creating, and capturing emerging business opportunities. Prerequisite: 12.0 university credits of which 5.0 must be ADMN credits including ADMN 3420H or 3430H, or permission of instructor.

ADMN-AIST 4445H: AI Leadership

Provides a comprehensive understanding of AI-infused leadership principles and strategies. Students explore the intersection of AI and leadership, focusing on the ethical, social, and technical dimensions of leveraging AI technologies in organizational settings. Students develop the knowledge and skills necessary to lead effectively in the evolving landscape of AI-driven innovation. Prerequisite: ADMN 3300H.

b) The School will make the following change to course:

Level

ADMN ~~3021H~~ 2221H: Fundamentals of Managerial Accounting

An introduction to the basic concepts and procedures used in the collection and manipulation of accounting data for ongoing management decision-making. Topics include manufacturing accounting, cost accounting and variance analysis, cost allocation, cost-volume-profit analysis, and an introduction to budgeting. Prerequisite: 60% or higher in ADMN 1221H. Not open to students with credit for ADMN 3021H.

ADMN 3021H replaced with ADMN 2221H in:

- BBA and joint major in Business Administration
- Specialization in Accounting
- Specialization in Human Resource Management
- prerequisite for ADMN 3032H, 3121H, 3221H, 3710H

4) Child & Youth Studies

The Department will make the following minor changes to courses:

Add second code

CHYS 3880H, 3881H: Career Development Through Community Service Learning

Provides students with the necessary foundations for career development and future planning. A focus is placed on professional and personal preparedness for

individuals seeking work-integrated learning opportunities such as field placements, capstone projects, and community-based research. Prerequisite: A minimum 70% cumulative average, 10.0 university credits, and for non-Child & Youth Studies majors, permission of the course administrator. Not open to students with credit for UNIV 2880H.

Prerequisite

CHYS 4020D: Independent Honours Thesis

Prerequisite: An average of 75% or higher in all CHYS courses completed; 14.0 university credits including a minimum 75% in CHYS 2010H 2020H; and permission of the department.

Prerequisite

CHYS 4800Y: Independent Research Studies

Prerequisite: 12.0 university credits including 60% or higher in CHYS 2010H 2020H and a minimum cumulative average of 70%. Open only to Child & Youth Studies majors.

5) Cultural Studies

The Department will introduce a new trial course:

Calendar copy

CUST-MDST 2534H: The Media City

Cities open a range of subjects for cultural inquiry, including stratification, mobility, population, design, and entertainment. Media are directly involved in how we perceive of cities and require ethnographic, textual, data-driven, and practice-based approaches. This course provides both a critical introduction to cities research and an opportunity for community outreach. Prerequisite: 4.0 university credits.

Category C

6) Education

The School will make a minor change to program requirements:

Calendar copy

Bachelor of Education, Bachelor of Education – Indigenous Intermediate/Senior Program, Years 1-3

5.0 credits are required in the first teaching specialization and at least 3.0 credits in the second teaching specialization (or 4.0 credits if the second teaching specialization is French or Ojibwe)

7) Forensic Science

a) The Department will make the following changes to courses:

Level, description, prerequisite

~~FRSC 1011H: Introduction to Crime Scene Investigation (Sc)~~

~~Introduces students to forensic investigations and crime scene processing.~~

~~Students are instructed how to gather and document scientific evidence while~~

~~processing crime scenes in the crime scene house, and then present their findings as written reports, and as expert witnesses in a courtroom.~~

FRSC 2011H: Introduction to Crime Scene Investigation (Sc)

Introduces students to forensic investigations and crime scene processing. Students are instructed how to gather and document scientific evidence while processing crime scenes in the crime scene house, and then present their findings as written reports. Prerequisite: 1.0 MATH credit at the 1000 level, 1.0 BIOL or CHEM credit at the 1000 level, and 60% or higher in each of FRSC 1030H and 1100H. Open only to students in Forensic Science (single- or joint-major), Forensic Biology, or Forensic Chemistry. Not open to students with credit for FRSC 1010H or FRSC 1011H.

Level, description, prerequisite

FRSC 2030H: Foundations in Forensic Science (Sc)

~~Introduces students to forensic science by exploring multiple disciplines, including forensic psychology, forensic chemistry, forensic entomology, pathology, forensic dentistry, DNA forensics, wildlife forensics, arson investigation, food forensics, and bioterrorism. Students are also instructed in investigative procedures using the crime scene house. Prerequisite: 1.0 MATH credit at the 1000 level, 1.0 BIOL or CHEM credit at the 1000 level, and 60% or higher in each of FRSC 1011H and 1100H. Open only to students in Forensic Science (single- or joint-major), Forensic Biology, or Forensic Chemistry. Not open to students with credit for FRSC 1010H.~~

FRSC 1030H: Foundations in Forensic Science (Sc)

This course is designed to provide a broad overview of forensic science and its interdisciplinary nature through an exploration and examination of forensic sub- disciplines including applications within the fields of molecular biology, psychology, toxicology, dentistry, pathology, entomology, among others. Not open to students with credit for FRSC 2030H.

FRSC 1011H will be replaced with FRSC 2011H in:

- Bachelor of Science Program in Forensic Biology
- Bachelor of Science Program in Forensic Chemistry
- Bachelor of Science in Forensic Science Program
- Bachelor of Arts and Bachelor of Science Joint-Major Programs in Forensic Science

FRSC 2030H will be replaced with FRSC 1030H in:

- Bachelor of Science Program in Forensic Biology
- Bachelor of Science Program in Forensic Chemistry
- Bachelor of Science in Forensic Science Program
- Bachelor of Arts and Bachelor of Science Joint-Major Programs in Forensic Science
- Prerequisite for FRSC 2020H

FRSC 2030H will be replaced with FRSC 2011H in prerequisites for:

- FRSC 3010H
- FRSC 3020H
- FRSC 3100H
- FRSC 3730H
- FRSC 3800H
- FRSC 4570H
- FRSC 4610H
- FRSC 4700H

FRSC 1011H and 2030H will be replaced with FRSC 2011H in the prerequisite for FRSC 4111H.

b) The Department will introduce a new trial course:

Calendar copy

FRSC 4810H: Environmental DNA Forensics (Sc)

Molecular tools and reference genetic databases of species (e.g., bacteria, plants, fungi) can contextualize origins and plausible associations of environmental DNA trace evidence (e.g., soil, dust, and water). The utility of environmental DNA is explored across a myriad of human and environmental forensic case applications (e.g., sources of pollution, evaluating environmental remediation). Prerequisite: FRSC 3000H or 3111H.

8) History

The Department will introduce a new trial course:

Calendar copy

HIST 2520H: A History of Happiness

Did medieval peasants, fifth-century Buddhists, and nineteenth-century coal barons have a definition of happiness? This course surveys how humans have defined and pursued happiness from ancient Greece to the present day, and considers how relative wealth, race, and inequality affect humans' pursuit of the good life. Prerequisite: 3.0 university credits or permission of the chair.

9) Indigenous Studies

The School will make the following minor changes to course:

Title, description

~~INDG 3306H: Settler-Indigenous Colonial Encounters in Early Canada~~

~~Explores the impacts of European settler colonialism in the Indigenous territories that currently form part of Ontario. Focusing between the late eighteenth century to the end of the nineteenth century, the effects of treaties, logging, settler land allocation, and the construction of roads and waterways are examined.~~

~~Prerequisite: INDG 1001H or permission of the instructor.~~

INDG 3306H: Settler Colonial Encounters in Nishnaabeg Territory

Explores the impacts of early European settler colonialism in the Nishnaabeg territories that currently form part of Southern Ontario. Spanning from the late 1700s to the early 1900s, the course includes a particular focus on differing interpretations of Treaties in these territories. Other topics include the impacts of logging, settler land allocation, and the construction of roads and waterways.

Prerequisite: INDG 1001H or permission of the instructor.

10) Nursing

The School will introduce two new trial courses:

Calendar copy

NURS 4005H: Diverse Perspectives on Dementia

Using a relational inquiry lens and various theoretical perspectives on nursing and dementia, students explore diverse ways of knowing about dementia. Historical, biomedical, demographic, epidemiological, psychological, behavioural, Indigenous, ethical, socioenvironmental, phenomenological and critical perspectives are included. Prerequisite: PSYC 2200H. Open only to students in the Health & Wellness postgraduate certificate program or with permission of the School of Nursing.

NURS 4009H: Fundamentals of Cognitive Behaviour Therapy

This course covers the main theoretical principles of cognitive behavioural therapy (CBT) and introduces practice guidelines that support the provision of CBT to individuals with mental health and addiction challenges. Learners have the opportunity to apply introductory skills through role-play and case study analysis. Prerequisite: Open only to students in the Health & Wellness postgraduate certificate program or with permission of the School of Nursing.

11) Policing & Community Well-Being

a) The Program will make the following changes to courses:

Permanent deletion:

PLCW 1002H: Introduction to Policing and Community Well-Being Part 2

Title:

PLCW 1001H: Introduction to Policing and Community Well-Being Part 4

Level, prerequisite:

PLCW 2003H 1003H: Social Determinants of Health and Crime

Introduces social factors which protect communities and individuals from crime and social disorder. Provides a history of the social determinants of health movement and draws parallels to the challenges of stemming crime and social disorder in community. Draws parallels between “health promotion” in the health sector and safety promotion in community. ~~Prerequisite: 4.0 university credits.~~ Not open to students with credit for PLCW 2003H.

- b) Program requirements will be updated to reflect the above changes:

Calendar copy

Bachelor of Arts Program in Policing and Community Well-Being

The single-major Honours program. 20.0 credits including the following 9.0 credits:

- ~~5.5~~ 5.0 PLCW credits consisting of PLCW 1001H, ~~4002H~~, 1003H, 2002H, ~~2003H~~, 2005H, 2010H, 2100H, 3002H, 3003H, 3004H, and 3007H
- 1.0 PLCW credit at the 4000 level
- ~~4.0~~ 1.5 PLCW credits at the 2000 level or beyond in addition to the above
- 0.5 FRSC credit consisting of FRSC 1100H
- 1.0 SOCI credit consisting of SOCI 1001H and 1002H

The joint-major Honours program. 20.0 credits including the following 8.5 credits:

- ~~5.5~~ 5.0 PLCW credits consisting of PLCW 1001H, ~~4002H~~, 1003H, 2002H, ~~2003H~~, 2005H, 2010H, 2100H, 3002H, 3003H, 3004H, and 3007H
- 1.0 PLCW credit at the 4000 level
- ~~0.5~~ 1.0 PLCW credit at the 2000 level or beyond in addition to the above
- 0.5 FRSC credit consisting of FRSC 1100H
- 1.0 SOCI credit consisting of SOCI 1001H and 1002H

The single-major General program. 15.0 credits including the following 7.0 credits:

- ~~5.0~~ 4.5 PLCW credits consisting of PLCW 1001H, ~~4002H~~, 1003H, 2002H, ~~2003H~~, 2005H, 2010H, 2100H, 3002H, 3003H, and 3007H
- ~~0.5~~ 1.0 PLCW credit at the 2000 level or beyond in addition to the above
- 0.5 FRSC credit consisting of FRSC 1100H
- 1.0 SOCI credit consisting of SOCI 1001H and 1002H

The minor in Policing and Community Well-Being consists of the following 5.0 credits:

- ~~4.0~~ 3.5 PLCW credits consisting of PLCW 1001H, ~~4002H~~, 1003H, 2002H, ~~2003H~~, 2010H, 3002H, 3003H, and 3007H
- ~~1.0~~ 1.5 PLCW credits in addition to the above

- c) The Program will make the following minor changes to courses:

Enrolment restriction

PLCW 3004H: Community-Based Research Methods

~~Open only to Policing & Community Well-Being students.~~

Open only to students majoring in Policing & Community Well-Being or to non-majors by permission of the program coordinator.

Add half-credit codes

PLCW ~~4004Y~~ 4800H, 4801H, 4802Y: Experiential Placement-Based Learning

Not open to students with credit for PLCW ~~4004Y~~, 4005Y. Students may take a maximum of 1.0 credit from PLCW 4800H, 4801H, or 4802Y.

12) Political Studies

- a) The Department will introduce a new trial course:

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.

- b) The Department will place courses on reserve:

POST-CAST-INDG 3015H: Urban Governance in Canada

POST 3170H: US Politics

POST 3252H: Transnationalism and Resettlement of Immigrants

POST 3350H: Politics and Creativity

POST-GESO 3360H: The Body Politic / The Body in Politics

POST-CAST-GESO 3671H: Gender and Politics in Canada

POST-CAST 4055H: Contemporary Canadian Problems

POST-CAST 4082H: Multilevel Governance in Canada

POST-GDST 4271H: History of Democracy and Global Order

13) Psychology

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

Title, description

PSYC 4130H: Critical Psychology (Sc)

~~Examines embedded theoretical and methodological assumptions of mainstream psychology. Drawing upon traditional and contemporary perspectives, we examine the generation of psychology's knowledge products and how they support political and ideological goals. Topics for discussion may include the misapplication of quantitative models and methods, alternatives, and subjects more consistent with a progressive world view such as critical theory, ethics, and social justice.~~ Prerequisite: Minimum 65% average across completed PSYC courses; 14.0 university credits including PSYC 3016H (or 3015Y) and at least 1.0 additional 3000-level PSYC credit. Offered only at Trent University Durham GTA.

PSYC 4130H: Science and Pseudoscience in Psychology (Sc)

Examines ontology and epistemology of scientific psychology and related knowledge domains, as well as assumptions made in methodology, measurement, and analysis. In light of the 'Replication Crisis', discussion of pay-to-play journals, questionable research practices, failure of peer review, pseudoscience, and research fraud will provide tools for students to critically assess research claims at many levels. Prerequisite: Minimum 65% average across completed PSYC courses; 14.0 university credits including PSYC

3016H (or 3015Y) and at least 1.0 additional 3000-level PSYC credit. Offered only at Trent University Durham GTA.

Title, description

PSYC 4590H: ~~Cognition and Instruction~~ (Sc)

~~A critical examination of the cognitive basis of various instructional methods and techniques. Includes both an overview of major theories of learning and in-depth analyses of special instructional applications. Students apply their knowledge of learning, development, and cognition to acquire a critical understanding of issues in instruction. Prerequisite: Minimum 65% average across completed PSYC courses; 14.0 university credits including PSYC 3016H (or 3015Y); one of PSYC 2400H, 2600H, or 3590H; and at least 1.0 additional 3000-level PSYC credit. Offered only at Trent University Durham GTA.~~

PSYC 4590H: Applied Psychology and Instruction (Sc)

A critical examination of different instructional methods and techniques. Includes both an overview of major theories of learning, development, and cognition, and in-depth analyses of special instructional applications. Students apply their knowledge of learning, development, and cognition to acquire a practical, theory-informed understanding of issues in instruction. Prerequisite: Minimum 65% average across completed PSYC courses; 14.0 university credits including PSYC 3016H (or 3015Y); one of PSYC 2400H, 2600H, or 3590H; and at least 1.0 additional 3000-level PSYC credit. Offered only at Trent University Durham GTA.

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

Calendar copy

Specialization in Behavioural and Cognitive Neuroscience

4.0 credits:

- 1.5 PSYC credits consisting of PSYC 2200H, 2400H, and 3220H
- 2.0 PSYC credits from PSYC 2210H, 2600H, 3210H, 3230H, 3240H, 3430H, 3451H, 3460H, or a practicum course (PSYC 3801H or 3802H) that focuses on cognitive or behavioural neuroscience
- 0.5 PSYC credit from PSYC 4225H, 4410H, 4625H, 4840H, or a practicum course (PSYC 4801H or 4802H) that focuses on cognitive or behavioural neuroscience

Graduate Studies Committee

Report to Senate at January 23, 2025

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

For Senate Approval, Minor Changes

1. Ph.D. in Interdisciplinary Social Research

Change to grading outcomes for IDSR 6100H: PhD Qualifying Exam

- a) **Rationale:** The proposed changes to the IDSR 6100H grading outcomes align with other graduate program's candidacy exam practices and comply with the grades that have been previously approved for evaluation by the Trent University Senate.
- b) **Details of Change:** Change the grading outcomes for IDSR 6100H: *PhD Qualifying Exam* from "Pass with Honours", "Pass", "Pass with Revisions" or "Fail" to "Pass", "Pass with Remediation" or "Fail".
- c) **Proposed Calendar Copy:**

PROGRAM REQUIREMENTS

...

- *Students are required to pass a qualifying examination, including dissertation proposal (IDSR 6100H). The qualifying examination will be prepared in conjunction with the supervisory committee and defended in an oral examination. The committee for the qualifying examination will include three or more members of the supervisory committee and the program director (or delegate) as Chair. The outcome of the examination will be ~~Pass with Honours~~, Pass, Pass with ~~Revisions~~ Remediation, or Fail.*

IDSR 6100H: PhD Qualifying Exam

Students will defend before an examining committee a dossier of three scholarly components (interdisciplinary scholarship, research into action, and dissertation proposal), and will be given a grade of; Pass, Pass with Remediation, or Fail.

~~The IDSR PhD qualifying examination includes the development of a dossier of three scholarly artifacts (interdisciplinary scholarship component, research into action component, & dissertation proposal). The examining committee for the qualifying examination includes three or more members of the supervisory committee, and the graduate director (or designate) as chair.~~

2. Graduate Admissions

Revisions to Admissions Regulations

- a) **Rationale:** The proposed revisions align the Admissions Regulations with the current practices of Graduate Admissions and provides applicants with clarity. Removal of the "Application Fee" Table eliminates redundancy and ensures applicants are presented with the most up-to-date information as this information is available online.
- b) **Details of Change:**
 - Removal of the "Application Fee" Table.

- Addition of language under “Admission Process” advising that all applicants to graduate studies must be in good academic and financial standing with the University.
- Addition of Graduate Admission’s document retention procedures.
- Revision to “Online Application” procedures and requirements.

c) Proposed Calendar Copy:

Admission Process

...

Current or former Trent students applying to the School of Graduate Studies must be in good academic and financial standing with the University prior to enrolling in Graduate level studies.

Online Application

To begin your Trent University application for graduate studies click the “How to Apply-Now” button on our graduate studies website trentu.ca/graduatestudies. Applicants are responsible for collecting and submitting all required documents to the School of Graduate Studies by the deadline via the online myTrent portal. Unofficial documents will be accepted as part of the admissions process, however, official transcripts will be required should you be offered admission. *In those instances where documents in English are not available, certified translations will be required and should accompany the document.* To be considered official, transcripts must be received in envelopes sealed by the issuing institution, or ordered online through the OUAC application site or a certified digital platform such as myCreds or Parchment. Letters of recommendation must be received through the secure online referee portal managed by the Ontario University Application Centre (OUAC) or in sealed and signed envelopes. All assessments and transcripts submitted to the School of Graduate Studies will be verified. Incomplete applications will not be processed.

Application Fee

Application fees are posted online: <https://www.trentu.ca/graduatestudies/future-students>

The graduate application fee is non-refundable and will not be counted towards tuition fees. Applications will not be processed unless the Application Fee is received. This requirement cannot be waived or deferred. Payment must be made to the Ontario Universities’ Application Centre.

****Remove “Application Fee” Table****

Document Retention

The documents which support an application for admission will be retained in a digital student file upon commencement of studies at Trent University. Supporting documentation for applicants who do not register for Trent University courses during the term to which they applied will be retained for 12 months (in a digital file) following that initial academic term. After that period, application forms, transcripts, and other materials related to an application will be destroyed.

3. Graduate Records and Registration

Removal of “Other Fees” Table

- a) Rationale:** Removal of the “Other Fees” Table will ensure students are presented with the most up-to-date information as the table will be available online. Furthermore, its removal aligns with the practices at the undergraduate level where fees are not provided in the Academic Calendar.

- b) **Details of Change:** Removal of the “Other Fees” Table. “Other Fees” Table to be posted on the School of Graduate Studies’ website.
- c) **Proposed Calendar Copy:**

FEES

****Remove “Other Fees” Table****

4. Graduate Records and Registration

Addition of “Program Changes within Graduate Studies” policy

- a) **Rationale:** This policy addresses the recurring requests from students asking to transfer from one graduate program to another. The policy improves the efficiency of administrative procedures that will benefit the student and ensure student retention.
- b) **Details of Change:** Addition of “Program Changes within Graduate Studies” policy under Academic Regulations.
- c) **Proposed Calendar Copy:**

~~Guidelines on~~ Internal Program Transfers and Changing Streams within Masters Programs with Thesis/ Major Research Paper/ Internship Options

...

Program Changes within Graduate Studies

Students wishing to pursue a graduate program other than the one to which they were originally admitted must contact the School of Graduate Studies for more information. Requests to change graduate programs are subject to the admission requirements of the new program and approval for admission. Students may be required to complete another application. Requests to change graduate programs made prior to the Change of Status deadline published in the academic calendar will be effective from the start of the current term. Requests to change graduate programs made after the Change of Status deadline published in the academic calendar will be effective from the start of the next term.

Credits completed will be assessed following the graduate transfer credit policy and will be part of the admission process to the new program.

Funding associated with the new program is not guaranteed and is subject to availability for eligible students. Funding will not reset on commencement of the new program and academic terms completed in any program will be counted. Any funding arrangements will be confirmed in the admission process to the new program.



To: Senate
Re: Process for Approval of Convocation Lists
Date: February 11, 2025
For Approval or Information: Approval required

Background:

Prior to March of 2015 the undergraduate, and graduate, convocation lists were approved by Senate three times per year in September, January and late April or early May.

In March of 2015 N&G recommended moving to a process whereby Senate would approve the granting of all degrees and Senate-approved diplomas to qualified students for a period of one year. Senate Exec endorsed the recommendation and on March 31, 2015 Senate approved the recommendation for the period March 2015-February 2016. Similar recommendations have been approved annually since that time.

This process has proven to be effective. Consequently, it is recommended that the following motions be presented to Senate for approval:

That Senate approve the granting of graduate and undergraduate degrees (incl posthumous degrees) and Senate-approved diplomas and certificates at the University's Convocations held from April 2025 to March 2026 to those students who have fulfilled the program requirements and who have been recommended by the Dean of Graduate Studies or the Registrar and that the lists of students eligible to graduate (indicating medal winners and those eligible for the Dean's and President's Honour Rolls) will be forwarded to the Secretary of Senate three times during the year (in May, September and January) and will become part of the Senate record.

That Senate authorize the Dean of Graduate Studies to grant graduate degrees outside of the University's Convocations in special circumstances to those students who have fulfilled the degree requirements.

Meeting Dates for Senate Executive and Senate 2025-26

All regular meetings of Senate are held on Tuesdays at 2pm - 4pm, with the majority of meetings being held in the AJM Smith Room. You will be notified in advance if meetings will need to be held virtually.

Labour Day Sept. 1. Classes begin Thursday, Sept.4

<u>SENATE EXECUTIVE</u> 2025		<u>SENATE</u> 2025 Senate Orientation TBA
-		
September 9		September 16
October 7	Ontario Universities Fair Sept. 27-28 Reading Week Oct. 20 - 24	October 14
November 4		November 11
December 2	Classes end December 3 Exams begin December 5 (Peterborough and Durham GTA)	December 9
<hr/>		
2026		2026
January 6	Classes resume Wednesday, January 7	January 13
February 10	Reading Break Feb. 16-20	February 24
March 10		March 17
April 7	Classes end Tuesday, April 7	April 14
May 5	Exams begin Monday, April 10 (Peterborough and Durham GTA)	May 12

Trent University
2024 – 2025 Cyclical Program Review Committee
Senate Report 4 – Feb 11, 2025
For Information – Open Session

Submitted by Dr. Suzanne Bailey, Chair, Cyclical Program Review Committee
Report Dated: Feb 11, 2025


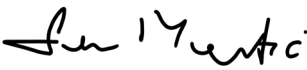
Agenda Items for Information

- 1. Implementation Report – Biology**
 - 2. Implementation Report – Business**
 - 3. Final Assessment Report & Implementation Plan – Executive Summary – Education**
-

1. Implementation Report – Biology

As the final step in the Cyclical Review Process, degree programs are required to submit an Implementation Report that addresses the recommendations and timelines as outlined in their respective Final Assessment Reports under the Implementation Plan section.

The Cyclical Program Review Committee has reviewed and approved the following Report ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee's review, the external review process for the Biology programs is now complete.

Degree Programs Reviewed	BSc Biology BSc Biomedical Science BSc Conservation Biology
Academic Year – Program was Reviewed	2022-2023
Date of Site Visit	January 26-27, 2023
Signature of Chair and/or Director	
Date	Nov 5, 2024
Signature of Dean	
Date	Nov 13, 2024

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Specific Timeline	Follow-up Taken
Biology			
Recommendation 1 That the Biology Program create a bridge course to support students that arrive in the program without Grade 12 Biology or Grade 12 science courses.	No follow-up required. New BIOL 1001H course has been developed.		
Recommendation 2 That the Biology Program carefully consider impacts on resources and recruiting students before creating a new direct-entry major.	No follow-up required. The Department is not planning to develop any new programs at this time.		
Biomedical Science			
Recommendation 3 That the Biomedical Science Program consider revisions to the first-year requirements for the program, with an aim to offer more flexibility to students to choose electives and avoid carry-over effects into second year.	CPRC recommends the following be considered: <ul style="list-style-type: none"> • Review and streamlining of first-year courses • Differentiate BIOM 1000H from BIOL 1030H The Implementation Report will provide an update.	April 2024	The first-year university curriculum supports students' social and academic transitions, fostering confidence and independence. This is achieved by promoting identity formation and a sense of belonging, often facilitated by peer support. The BIOM 1000H course, which helps build cohort identity through hands-on lab work, is vital for first-year students in Biomedical Science to connect, make friends, and form peer relationships. Although sustaining cohorts beyond the first year is not feasible due to limited course options, BIOM students reunite in their fourth year through capstone courses. BIOM 1000H also serves as a recruitment tool, important given the growing competition from other Ontario universities offering Biomedical Science programs. After reviewing the syllabi of BIOM 1000H and BIOL 1030H, the Department concludes that the courses are distinct enough to remain in the Academic Calendar.
Recommendation 4 That the Biomedical	No follow-up is required.		

Science Program consider strategies for additional offerings in statistics, specifically in upper-year courses.	Students have the opportunity to take additional elective courses in Statistics, and there is minimal flexibility in the BIOM program to increase required courses.		
<p>Recommendation 6 That the Biomedical Science Program address issues of limited experiential learning opportunities for Biomedical Science students.</p> <p>Recommendation 12b – All Programs That the Department consider strategies to examine collaborative research opportunities for students in all three programs.</p> <p>Recommendation 13 – All Programs That additional research practicum courses be considered to provide students with more opportunities for hands-on research prior to 4th year, for example in a faculty-led research laboratory or group.</p>	<p>The Department will explore additional experiential opportunities, including Course-Based Undergraduate Research Experiences (CUREs) and Community Based Research Projects.</p> <p>The Implementation Report will provide an update on Experiential Learning Opportunities available to students in all three programs and will specifically reference undergraduate research opportunities.</p>	April 2024	<p>The Department offers several experiential learning opportunities for third and fourth-year students, including BIOL 3901H/3902H (Directed Research), BIOL 4010Y/4020D (Research Thesis), BIOL 4890Y/4891H (Community-Based Research Project), and BIOL 4900Y (Directed Research). BIOM and BIOC students also complete placements through BIOM 4450Y/4451H (Biomedical Science Placement), BIOM 4460H (Medical Sciences Internship), and BIOL 4400Y (Conservation Biology Placement).</p> <p>Faculty currently support several Community-Based Research projects, and the Department is exploring the future implementation of Course-Based Undergraduate Research Experiences (CUREs). The Department will continue to seek additional experiential learning opportunities.</p> <p>New directed research courses in third and fourth year depend on faculty availability for supervision, so additional administrative support, such as new faculty hires, is welcomed. The Department has recently hired two new tenure-track faculty whose research aligns with the BIOM program. The Department will continue to monitor faculty levels to ensure adequate support for BIOM undergraduate theses.</p> <p>The Department will also monitor thesis opportunities for BIOL students specializing in Health Sciences.</p>
Recommendation 7 That the Biomedical Science Program consider including a 4 th year biochemistry course in the list of	The Implementation Report will provide an update on developing electives at the 4000-level.	Dec 2023	The Department has added the following CHEM courses to the list of prescribed electives for the Biomedical Science program: CHEM 3102H: Advanced Synthetic Organic Chemistry, CHEM 3520H: Elements of Physical Chemistry: Thermodynamics, CHEM 4110H:

eligible program electives.			Medicine and Chemistry: The design synthesis and analysis of drugs, CHEM-BIOL 4300H: Bioinorganic Chemistry, CHEM 4400H: Mass Spectrometry, CHEM 4500H: Photochemistry, and CHEM 4515H: Chemical Thermodynamics and Reaction Kinetics.
Recommendation 8 That the Biomedical Science Program consider strategies to take into account inclusive excellence for competitive portions of the program, such as the Internships.	<p>Department to develop inclusive selection criteria to be used for awards and competitive internships.</p> <p>Department is encouraged to consult with Rona Jualla Van Oudenhoven, Director Equity, Diversity, & Inclusion.</p> <p>The Implementation Report will provide an update on the development of inclusive criteria.</p>	December 2023	Over the past 10 years, the Department has had a diverse mix of EDI groups in the internship course. However, it recognizes the need for a more formal process to capture less obvious EDI groups. For the next academic year, the Department will ask students to submit a personal statement outlining unforeseen or challenging life situations for special consideration in internship placements. These statements will be evaluated using objective, bias-free criteria alongside grades.
Recommendation 9 That the Biomedical Science Program review and compare the structure, goals, and outcomes of the program with the Trent-Swansea double degree program to ensure that the two programs are clearly distinguished from each other.	<p>No follow-up is required.</p> <p>The Biomedical Science program is sufficiently different from the Trent/Swansea program, therefore is not directly competing with the BIOM degree.</p>		
Biomedical Science and Conservation Biology			
Recommendation 5 That the <u>Biomedical Science</u> Program consider new course offerings that allow a more diverse view of human health and disease.	The Department has indicated that a new 'One Health' course has been developed and is open to students across the three degrees, and that a new faculty member has been hired in the area of health.	April 2024	In Winter 2024, the Department revised the BIOM program's first-year requirements. Students now take BIOL 1051H and one of BIOL 1020H or 1050H, instead of both 1050H and 1051H. This change allows more flexibility, enabling students to take upper-year courses like BIOL 4550H (One Health). Moving forward, the Department will ensure that any new courses align with the existing BIOM curriculum.
Recommendation 12a That the Department consider strategies to	The Department should consider courses offered by other academic units		

integrate Health and <u>Conservation Biology</u> teaching.	that could be integrated into their program (e.g., Health & Behavior courses). The Implementation Report should provide an update on plans to offer additional course offerings in health in both the Biomedical and Conservation Biology degree programs.		
Conservation Biology and All Programs			
Recommendation 10 That the <u>Conservation Biology Program</u> offer a greater diversity of upper-year courses in the summer term, and address concerns about late cancellations in upper-year courses. Recommendation 19 – All Programs That more deliberate mechanisms be established for selecting summer courses, giving special consideration to offering a reasonable set of 3000- and 4000-level courses for co-op students who are on a summer study term.	The Department should review course offerings to ensure that co-op students will have access to upper year courses. The Implementation Report should provide an update on the plan to offer upper year courses in the summer.	April 2024	In Fall 2023, the Biology Teaching & Curriculum Committee, in consultation with students and the Biology Placement Officer, identified summer courses for Conservation co-op students. A tentative list was approved by the Department and will be offered in Summer 2024. The Department will continue to evaluate and update the list to meet students' needs.
All Programs			
Recommendation 11 That the Programs would benefit from the development of a concerted and resourced plan to ensure that there is sufficient support for establishing and maintaining long-term	No follow-up is required. The Department is encouraged to consult and collaborate with Careerspace to develop a plan establishing and maintaining external partnerships.		

partnerships.			
Recommendation 14 That faculty input be considered in GTA assignments.	No follow-up is required. GTA allocation is governed by the CUPE 2 Collective Agreement.		
Recommendation 15 That increased support be provided for the teaching development of GTAs, along with consideration for a GTA mentorship program.	No follow-up required. CTL offers a Graduate Teaching Certificate, and the Department offers a mentorship program. CTL is continuously working with the Graduate Office to offer support for GTAs.		
Recommendation 16 That mechanisms be implemented to address student concerns about GTA performance.	There is a process in place for managing GTA performance, however, the Department should consider implementing separate surveys that would allow students to report on their experiences with respective GTAs. It should be noted that formative development of GTAs is not used for job performance. The Implementation Report will provide an update.	April 2024	The Department has mechanisms in place to address GTA performance. In 2023-2024, the course SETS were revised to include questions for student feedback on GTA performance, including: <ul style="list-style-type: none"> • How can labs or field trips be improved? • Are the comments on assignments useful? • Any additional comments?
Recommendation 17 That more frequent 'Town Hall' sessions be held for each student group/individual degree program.	To ensure continuous student feedback, the Department will consider: (1) how to proceed with either single or combined Town Halls; (2) more formal or regular communications with students; and (3) adding students to their departmental committees.	April 2024	As noted above, the Department offers several opportunities for students to engage with Biology faculty and staff via existing Town Halls, internships, and placements. The Department maintains a strong association with BUGS and involves a BUGS' representative in our monthly Department meetings. Furthermore, the Department also includes one undergraduate and one graduate student on its EDI committee.

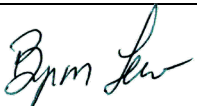
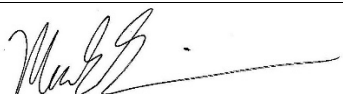
	The Implementation Report will provide an update.		
Recommendation 18 That the issues of inconsistent learning objectives and expectations of in-person courses and their online counterparts be addressed, as well as concerns about course codes being identical for online and in-person offerings.	<p>The Department should review courses that are offered both in-person and online, to ensure that learning outcomes and expectations are identical for each.</p> <p>The Implementation Report will provide an update on this review.</p>	April 2024	In April 2024, the Dean of Science informed the Department that in-person final exams can now be required for summer courses. The Department is evaluating future online course options and has received approval to redesign BIOL 1020H and 1030H online. The Centre for Teaching & Learning will also support the redesign of BIOL 2070H and the creation of an online BIOL 2600H. The Department will ensure comparable learning outcomes for in-person and online versions. We are also exploring different course codes and welcome guidance from the Dean of Science.
Recommendation 20 That course offerings be reviewed to ensure their relevance and currency in the programs, and to ensure there are relevant faculty members who can teach the courses.	<p>The Department should review course offerings on an ongoing basis.</p> <p>The Implementation Report will provide an update on the Department's review of course offerings.</p>	Ongoing	As noted above, the Department recently performed a detailed review of our course offerings and curriculum and have made necessary adjustments. The Department is committed to routinely reviewing our course offerings and monitoring the availability of qualified instructors.
Recommendation 21 – Curriculum That a diversified set of capstone experiences be developed that could be offered to a greater number of 4 th year students without straining the capacity of faculty to supervise honours theses.	The Implementation Report will provide an update on additional capstone experiences to be offered in 4 th year, including Course-Based Undergraduate Research Experiences (CUREs) and Community Based Research Projects.	Discussions to begin Fall 2023 with resolution by April 2024	As noted above, the Department continues to explore the feasibility of CUREs. Also, we note that several of our students do complete Community Based Research Projects. To support these initiatives, we are also currently exploring the feasibility of generating a database of faculty and projects that can be distributed to 3rd year students looking to complete Honours research theses in their 4th year.
Recommendation 22 – Curriculum That the gap between program expectations for BIOL 2000 and student experience be addressed.	<p>That BIOL 2000H be reviewed to ensure that the textbook supports the learning outcomes.</p> <p>The Implementation Report will provide an update on BIOL 2000 and</p>	April 2024	In Fall 2023 and Winter 2024, the Department of Biology Teaching & Curriculum Committee reviewed the course outline and discussed it with the instructor. The course focuses on critical thinking, the scientific method, and introductory experimental design and data analysis, not on paranormal topics. The instructor chose not to change the

	any changes that have been made to the required textbook readings, course delivery, and/or instruction.		textbook but added contextual discussions to clarify key points for students. Some reviewer suggestions, such as using case studies, have been incorporated. The instructor will continue to monitor course feedback and explore ways to align BIOL 2000H with first-year biology courses.
Recommendation 23 – Faculty Hire That the Department develop a strategy to identify gaps where faculty are needed.	The Department will consider these gaps as part of the annual academic plan process. The Implementation Report will identify any gaps as presented in the annual academic plan.	December 2023; this is an ongoing process	The Department recently completed its 3-year academic and staffing plans. Our future hiring decisions will be motivated by enrollment numbers in our programs and teaching needs. This may follow retirement areas, but not necessarily. The Personnel Committee will assess those gaps and requirements on a case-by-case basis.
Recommendation 24 – Faculty Hire That administration provide support for new hires.	No follow-up required. Additional support has been provided in Biology.		

2. Implementation Report – Business

As the final step in the Cyclical Review Process, degree programs are required to submit an Implementation Report that addresses the recommendations and timelines as outlined in their respective Final Assessment Reports under the Implementation Plan section.

The Cyclical Program Review Committee has reviewed and approved the following Report ensuring that all recommendations have been satisfactorily completed and/or addressed. Based on the Committee's review, the external review process for the Business programs is now complete.

Degree Programs Reviewed	BBA – Bachelor of Business Administration BA/BSc Joint Major Honours
Academic Year – Program was Reviewed	2022-2023
Date of Site Visit	March 27-28, 2023
Signature of Chair and/or Director	
Signature of Dean	

Date	December 16, 2024
Signature of Dean	<i>Wenying Feng</i>
Date	12/17/2024

Recommendations to be Addressed

Recommendation	Proposed Follow-Up	Timeline	Follow-up Taken
Recommendation 1 That the Program develop a process for systematic curriculum review and revision.	The Implementation Report will provide details on the formalized process for the review and revision of curriculum albeit, in practice, the School does appear to be reviewing curriculum on a regular basis, but perhaps not consistently.	To be put in place for the 2024-25 academic year	<p>The School has introduced a process to formalize curriculum review through their Curriculum Committee. Curriculum review will now be a standing item on the Curriculum Committee. Specialization coordinators will submit reports on recommended changes to current curriculum. Core courses that are not part of Specializations will be the responsibility of the Curriculum Committee Chair to review, gather input from Curriculum Committee members and Program Committee members, and propose revisions as needed.</p> <p>The School has successfully modified the core fourth-year course requirements under this process. Degree requirements are now more flexible, and students may select two courses from a list rather than the prescribed two courses.</p>
Recommendation 2 That the Program develop a strategic plan which clarifies their focus and utilizes value proposition as a basis for decision-making.	<p>A strategic plan is critical to the School of Business to address enrolment growth.</p> <p>The Implementation Report will provide details on the School's strategic plan, clarity on the value propositions of the program, and how Durham's programming may become more distinct.</p>	To be completed by December 2024	<p>The Program Committee has struck a subcommittee to develop the School's strategic plan with a focus on our value proposition. The Committee met in October, and will work on it through the fall term, with the intention of delivering results to the Program Committee.</p> <p>In consideration of Durham and the emerging identity of the program, structural differences will be taken into account. The School would like to promote a subset of their specializations in Durham, and reconsider whether they can offer all, but there are competing interests involved in this decision, including the support of postgraduate certificates. As part of the strategic plan, the Subcommittee will assess Durham's programming for the coming years,</p>


			and consider the timing of any new faculty hires.
<p>Recommendation 3</p> <p>That the Program consider assigning core courses in first and second year to fulltime faculty members.</p>	<p>The School should undergo an extensive review of its curriculum that would consider the streamlining of programming and alignment with current strengths of the program and full-time faculty.</p> <p>The Implementation Report will provide a summary of the curriculum review and program streamlining.</p>	<p>To be in place for next academic year.</p> <p>Ongoing</p>	<p>The School has considered this recommendation, taking into account the TUFA CA and the expertise of faculty to support courses in their specialization.</p> <p>This approach has worked well for ADMN-1000, 1221, 2010, 2100, 2220, 2230 and 2510.</p> <p>For example, in <u>Peterborough</u> a full-time faculty member has been assigned to deliver ADMN 1000H for three years. Other commitments include full-time faculty members instructing ADMN 1221H, 2220H, 2510H and most sections of ADMN 2100H, 2230H, as well as an LTA delivering ADMN 2010H. These changes raise the proportion of first- and second-year core courses taught by fulltime faculty.</p> <p>For <u>Durham</u>, this points to a larger issue related to Recommendation 2 above. How can the School run the entire program, complete with all the specializations, in Durham with a much small faculty complement? The proportion of core first- and second-year courses taught by fulltime faculty is likely to be lower in Durham than in Peterborough for the foreseeable future based on faculty resources.</p> <p>With only two permanent faculty and LTAs supporting courses in the undergraduate, post-graduate certificates, and Master of Management programs, the School simply does not have the capacity to cover a higher proportion.</p> <p>Durham is expecting to hire new tenure-track positions, and it is anticipated that the new hires will teach the first year accounting</p>

			course, as well as ADMN 1000H, 2010H and possibly 2510.
Recommendation 4 That the School of Business be established as an independent decanal unit.	This recommendation falls outside the scope of this review which is to review the quality of the BBA. No follow-up is required. The School is encouraged to discuss this recommendation with Senior Administration.		
Recommendation 5 That the Program identify and enhance support for students on both the Peterborough and Durham campuses.	CPRC acknowledges that the School has already begun to look at these issues. The Implementation Report will provide an update on student supports in Durham and Peterborough, identifying any new supports or changes to existing supports.	Ongoing; update to be provided for December 2024	The School distributes a weekly newsletter to students on both campuses that provides more than news; it outlines academic deadlines and provides information on opportunities for students, both internal and external. Information is circulated through Instagram and offer in-person information sessions. Additional steps the School has taken include: <ol style="list-style-type: none"> 1. A dedicated AAA in Durham. 2. Increased support from the RO, Trent International, and academic advising in Durham 3. Reorganization of admin support in Peterborough: <ul style="list-style-type: none"> • New position, Post-graduate Certificate and Placement Liaison to handle PGCs in Peterborough. • New position: internships and co-ops coordinator to assist with the coordination of the two EL programs for us on both campuses. • With the new positions, the Department Coordinator will be more available to focus on responsibilities including student academic advising, as well as timetabling and other admin duties.

<p>Recommendation 6 That the Program strengthen communication channels with students, specifically with respect to:</p> <p>(1) experiential learning opportunities, and (2) providing students with an opportunity to bring forward issues and concerns.</p>	<p>CPRC notes that the School has been working on providing information on experiential learning opportunities. The School should continue to explore methods of distributing the weekly newsletter, and supports for the re-establishment of the Student Association.</p> <p>The Implementation Report will include an update on any additional communication strategies put in place (e.g., townhall), and any forums put in place to address student issues.</p>	<p>Ongoing; update to be provided for December 2024</p>	<p>The School has addressed this concern through the restructuring of our administrative support, as outlined for Recommendation 5.</p> <p>Additional communication strategies have been put in place and include:</p> <p>The School has also established a number of key communication strategies to inform students:</p> <p>(1) Experiential Learning</p> <ul style="list-style-type: none"> • Instagram posts • Weekly newsletters, that includes information on internships and placements, orientation events, and study abroad • Emails to promote experiential learning opportunities • Visits to first and second year ADMN classes to promote experiential learning and course planning • Distribution of information to third year course instructors; instructors post information on their course Blackboard • Promotion of accounting internships in third year courses • Information sessions • Promotion of study abroad in first and second year courses <p>(2) The ability for students to bring forward concerns is being addressed by the School's DEIB Committee. The Committee has surveyed students and is currently engaged in developing recommendations.</p>
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3. Final Assessment Report & Implementation Plan – Executive Summary – Education

Degree Programs Being Reviewed	BEd Education BEd Education Indigenous MEd Educational Studies GDip Educational & Community Leadership
External Reviewers	Dr. Rebecca Luce-Kapler, Queen's University Dr. Nicholas Ng-A-Fook, Ottawa University Dr. Patrick Howard, Cape Breton University

Internal Representative	Dr. Jim Schaefer, Trent University
Year of Review	2023-2024
Date of Site Visit	January 29 – 30, 2024
Due Date for Implementation Report from the Program	March 1, 2026
Date Prepared by CPRC	January 29, 2025
Date Approved by Provost & VP Academic	January 30, 2025
Signature of Provost & VP Academic	

The Trent School of Education is committed to ongoing professional learning, while leading efforts to foster a dynamic community of learners. The School stays responsive to the evolving socio-political landscape, addressing key areas such as gender, sexuality, race, ethnicity, climate change, mental health, and Indigenous knowledge in its curriculum. With rich in-class teaching experiences, collaborative opportunities, and unique alternative field placements, students graduate equipped with a diverse set of skills and knowledge, ensuring their success in the education profession.

The BEd program is a specialized two-year program grounded in the principles of ecological and social justice, Indigenous Knowledge, and inclusivity. With a comprehensive curriculum, Trent's BEd equips students to become well-rounded educators dedicated to enhancing the impact of education.

The Indigenous BEd program was established to address the significant gap in self-identified Indigenous teachers in Ontario, fostering a more inclusive and representative educational environment. The program has the distinct feature of being the only program in Ontario to offer a Concurrent Indigenous BEd 5-Year degree that results in certification with the Ontario College of Teachers. The Indigenous BEd program features the same goals as the BEd Program with an additional focus on the physical, emotional, mental and spiritual aspects of Indigenous peoples and community experiences within all courses.

After completing their undergraduate, Trent offers students numerous ways to continue their education, from the Master of Education in Educational Studies (MEd) program, Graduate Diploma in Educational and Community Leadership (GDip), or additional qualifications. Trent's MEd and GDip programs distinguish themselves by offering more in-person classes, land-based and experiential learning opportunities, interdisciplinarity, social, and environmental justice, arts-based teaching, and research approaches.

Summary of Process

During the 2023-2024 academic year, the Education program underwent a review. Three arm's-length external reviewers (Dr. Rebecca Luce-Kapler, Queen's University, Dr. Nicholas Ng-A-Fook, Ottawa University, Dr. Patrick Howard, Cape Breton University and one internal representative, Dr. Jim Schaefer, Department of Biology, Trent University) were invited to review the self-study documentation. The site-

visit took place on January 29 – 30, 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 site-visit. During the site-visit, reviewers met with senior administration, faculty, students, and staff.

The External Reviewers' Report identified nineteen (19) 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 nineteen (19) 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 March 1, 2026.

Significant Program Strengths

- The Reviewers praised the School of Education as having a dedicated, committed faculty complement and offering eco-social justice placements and experiential learning opportunities while also highlighting Indigenous learning perspectives.
- Another feature of the Program that Reviewers admired is how the School positively distinguishes itself as the only BEd program in Ontario to offer a Concurrent Indigenous BEd 5-year degree that results in certification with the Ontario College of Teachers.
- The Program reports excellent retention and time-to-completion rates in the teacher education program and students feel well supported by their professors during coursework and practicum placements.
- The Reviewers were impressed with the innovative opportunities for BEd teacher candidates to complete alternative placements with local partner initiatives (e.g., The Canadian Canoe Museum, Trent ESL, The Learning Garden, The Teachings of the Fire and Learning from Our Elders, etc.); furthermore, the Reviewers highlighted that all candidates take an Indigenous and Environmental Sustainability course, which aligns with several ACDE Accords as well as UNESCO Millennium Development Goals, The United Nations Declaration on the Rights of Indigenous Peoples, and

Reimagining our futures together.

- The Reviewers highlighted that the School provides various spaces equipped with cutting-edge technology for students, including the Practice Teaching Room (furnished with a Smartboard, document camera, and computer) and Makerspace Lab, which feature tools for both digital and analog prototyping and fabrication. These spaces foster skills in computational thinking, coding, mathematics, science, robotics, and 3D printing. Additionally, the Tipi is another noteworthy space, available for class bookings and social fires.
- The graduate programs provide students with courses in Indigenous studies and environmental topics, along with land-based and experiential learning opportunities, through collaborations with local community partners.

Opportunities for Program Improvement and Enhancement

- To address gaps in communication, coordination, and the ongoing review of service quality, the Reviewers recommended organizing strategic planning retreats to discuss undergraduate and graduate programs.
- The Reviewers noted that the School's classrooms require improvements, citing issues such as lack of natural light and cramped conditions. The School needs to engage in short and long-term planning to identify space requirements in relation to teaching needs.
- The School's relationship with Associate Teachers could be strengthened by providing opportunities for enhanced engagement and increased feedback.
- Undergraduate students have expressed a desire to see more environmental education content in the curriculum.
- The School should consider offering online course options to students with more flexibility and choices, both online and on campus. This could help increase applications and admissions, while also supporting smaller class sizes financially.
- Graduate students shared with reviewers a desire for more online asynchronous courses each semester to help shorten their time to completion as working professionals. Additionally, they expressed a preference for a broader range of core course options each semester.
- The School should implement a process for continuous improvement across degree programs, taking into account program evaluations, evaluation methods, and feedback from students and stakeholders. To support ongoing progress, the School should establish a system for documenting advancements in addressing areas identified for improvement through various evaluation tools. For instance, a documented feedback loop could detail short, medium, and long-term action plans in response to this and future cyclical reviews.

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
Relevant to all Three Degree Programs			
Recommendation 1 That the School engage in a short, medium, and long-term planning for space requirements and future capital projects that create a sustaining and thriving research, teaching, and learning environment for the entire School of Education community.	The School is encouraged to maintain ongoing communication with Facilities Management and IT (for hybrid teaching spaces) to ensure adequate and appropriate teaching space for all programs and activities. The School should continue to explore opportunities for future capital development. The Implementation Report will provide an update on space planning and any planned renovations.	On-going and status update on space to be provided at time of reporting	Dean of Education, in consultation with faculty
Recommendation 2 That the School review faculty needs based on program requirements and strengthening research profiles of faculty.	As part of the annual academic planning exercise, the School should review faculty resources based on program requirements and with a focus on strengthening research profiles.	Ongoing and update to be provided at time of reporting	Dean of Education, in consultation with faculty
Recommendation 3 That the School conduct a review of the administrative structure, committees, responsibilities, roles and workloads in relation to programs, staff and faculty.	The School should review its overall structure, including administrative and committee structures, and the roles and responsibilities of each.	To be completed by April 1, 2026	Dean of Education, in consultation with faculty
Recommendation 4 That the School examine the feasibility and impact of offering more <u>online</u> asynchronous courses.	The School is encouraged to explore opportunities to offer more online courses to students in both the undergraduate and graduate programs. The Implementation Report should provide an update.	Ongoing	Dean of Education, in consultation with faculty
Recommendation 5 That the Program review the impact of Teacher Education Stream on existing resources for the BEd programs.	Review to be undertaken to explore the long-term viability and resourcing of the Teacher Education Stream in its current format. The School has indicated that data will be gathered over the next two years. The Implementation Report should	Data collection to take place in 24-25 and 25-26 Findings from results to be reported in Implementation Report	Dean of Education, in consultation with faculty

	provide early findings on the impact of the Teacher Education Stream on the BEd program (e.g., placements).		
BEd Education and BEd Education Indigenous			
Recommendation 6 That the Program review and enhance admission language and approaches with intent to address systemic barriers to equitable access for different marginalized groups.	Review admission language to ensure the School of Education continues to maintain its clearly stated and evidenced commitment equitable representation within its cohort of Teacher Candidates.	2024-25 prior to next admission cycle	Program Manager and Equity Committee
Recommendation 7 That the Program review the structure, scope, and sequencing of literacy field placements in relation to student survey feedback.	The recent move towards more synthetics phonics programs in schools has impacted the placement experience for Teacher Candidates. The course is addressing these issues as they arise. The Implementation Report should provide an update.	Ongoing	Supporting Literacy faculty
Recommendation 8 That the School further develop courses in assessment and evaluation across all programs; review course content and professional learning in the competency area of 'assessment and evaluation.'	No follow up is required. This was already completed prior to the cyclical review and has been implemented.		
Recommendation 9 That research and analytical skills preparation be discussed in relation to its role in the BEd program.	The School noted that EDUC 4300 had been updated to include an inquiry/research proposal. The Implementation Report should include any updates with regards to the inclusion of research and analytical skills to curriculum.	Ongoing	BEd Faculty
Recommendation 10 That the program review course content and requirements to ensure that students are receiving adequate preparation with emerging issues and intersectionality relevant to equity, diversity, gender identity and questions of behavioural, emotional, and mental health; as well as meeting complex	The programs have already identified that they would like to take time to revisit and review all courses to ensure they continue to reflect relevant equity focused research and Indigenous perspectives. The School will review courses in the undergraduate programs.	Ongoing	Undergraduate Program Coordinators

social and learning needs in learning environments that are culturally diverse; <u>specifically this needs to be addressed in Indigenous education</u> , e.g., updating reading lists to reflect the most current scholarship on these evolving topics.			
Recommendation 11 That the Program create a template for course syllabi that connects OCT Standards of Practice to course outcomes.	This is a sound recommendation that is straightforward to implement.	To be introduced in the 2025-26 academic year	Undergraduate Program Coordinators; Program Manager
Recommendation 12 That the practicum component be strengthened, specifically with respect to the selection of Associate Teachers.	The BEd programs will continue to work with school boards and community partners to try to increase the number of placements available for each practicum period and support Associate Teacher functions.	Ongoing	Practicum Office
MEd Educational Studies			
Recommendation 13 That the Program review and enhance admission language and approaches with intent to address systemic barriers to equitable access for different marginalized groups.	Review admission language to ensure the graduate programs continue to commit to equitable access to graduate education. In order to support equitable access, make recommendations to Grad Studies to reopen the discussion regarding funded places.	2024-25 prior to next admission cycle	Graduate Director & Equity Committee, & Dean of Education
Recommendation 14 That the Program review admission entry points for the graduate studies programs.	No follow up is required. Currently there are two entry points, one in the Fall for all students, and a second one in the Spring limited to domestic students. Divergence from these is most likely related to timing of obtaining visas.		
Recommendation 15 That the Program clearly outline/indicate how students are developing their capacities to conduct systematic literature reviews of empirical, theoretical, conceptual qualitative and/or quantitative research in relation to different fields of study, in	A review of course offerings and associated assessments will be undertaken. The Implementation Report will provide an update on this review.	Review to be undertaken and completed by the end of 2026-2027	Graduate Director

terms of taking a critical stance, and in terms of analyzing and synthesizing such research.			
Recommendation 16 That the scope and sequencing of different courses for the graduate studies program be reviewed to ensure that they develop the necessary generalizable educational research competencies to take a critical stance, analyze, and synthesize relevant research literature in their affiliated fields of studies.	No follow up is required. The requested review has been completed. For both existing and newly developed courses, the course content and assignments will be fully aligned with the academic rigour expected of graduate level courses.		
Recommendation 17 That the Program addresses graduate studies learning outcomes directly in research methods course descriptions and more explicitly in front matter of course syllabi.	These outcomes, already identified, will be included in the front matter of their course syllabi. The Implementation Report should provide an update.	2025 Winter	Graduate Director
Recommendation 18 That the optional courses be reviewed to consider their place in the program, identify which are critical, and consider other methods of offering electives.	As the program continues to grow, it is important to remain mindful of the electives offered and how they benefit and support the student experience and learning within the program. The ongoing review process will ensure this is always a consideration within the program. The Implementation Report should provide an update of the course review.	Ongoing	Graduate Director
GDip Educational and Community Leadership			
Recommendation 19 That the School review the purpose and financial viability of the Graduate Diploma in relation to the MEd graduate studies program; consider/ rethink the Diploma as a micro-accreditation and/or an introductory stream that is part of the professional MEd.	The School should reassess the Diploma program to evaluate its function and relevancy. The Implementation Report should outline findings from this review.		