Agenda

The 532nd Meeting of the Trent University Senate
Tuesday, March 17, 2026, 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 Distinguished Research Award, Teaching Awards Announcement	Chair Senator Hintelmann Senator O'Hagan	
3. Minutes of the February 24, 2026, meeting of Senate and Business Arising (for approval)	Chair	Exhibit 1
4. Undergraduate Studies Committee Report (for approval)	Senator Chan-Reynolds	Exhibit 2
5. Draft Senate & Senate Exec Dates 2026-2027 (for approval)	Chair	Exhibit 3
6. Indigenous Education Strategy Listening Session (for information)	Jonathan Bennett Rachel Corrigan Consultants	Exhibit 4
7. Academic Colleague Report (for information)	Senator McIntosh	Exhibit 5
8. Any Other Business	Chair	
9. Adjournment	Chair	

The 531 Meeting of the Trent University Senate

Tuesday, February 24 at 2:00 p.m.
AJM Smith Room

Minutes

Present: Senators Cathy Bruce (Chair), Iyiola Alade, Suzanne Bailey, Liana Brown, Craig Brunetti, Shutao Cao, Michael Chan-Reynolds, Neil Emery, Jonathan Greene, Holger Hintelmann, Ihor Junyk, Heather Klyn-Hesselink, Lawrence Lam, Erick Laming, Hugo Lehmann, Byron Lew, Mowei Liu, Lewis MacLeod, Paul Manning, Michele McIntosh, Jennifer Moore, Marina Morgenshtern, Van Nguyen-Marshall, Heather Nicol, Naomi Nichols, Kathryn Norlock, Fergal O'Hagan, David Patton, Karleen Pendleton Jiménez, Emma Perratt, Steven Rafferty, Catalina Sagarra, Mark Skinner, Aaron Slepkov, Emily Tufts, Mrunmayee Vichare, Sarah West, Robert Wright and Susan Wurtele. Official Visitors Heather Crowley, Moira Howes, Connor Koch, and Brandon Remmelgas. Junior Student member Laszlo Ban. Associate University Secretary (Senate) Tara Harrington and Coordinator, Board and Senate Support Taylor Edwards.

Regrets: Senators Anthony Coulter, Stephen Hill, Gold (Ayodeji) Jegede, James Penney, Vincent Sun, and Mrunmayee Vichare. Official Visitors and junior student member: Alma Barranco-Mendoza, Brennan Cornell, and Esther Kambale.

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.

Dr. Hintelmann named this year's recipients for the Early Career Research Awards as Dr. Joshua Synenko and Dr. Kira Borden. The Chair opened her remarks announcing Trent's 13th Chancellor as Zabeen Hirji '25 (hon).

Budget Update. The Chair provided an update on the ongoing budget process. Meetings were held with TUFA, Exempt Staff, and OPSEU prior to the start of budget deliberations, and TUFA's presentation to the Board was well received. OPSEU members held a march and submitted materials to the President that focused on the importance of Trent staff and government advocacy. Budget week proceeded with all budget holder presentations completed; however, deliberations were paused following the provincial government's announcement of a $6.4 billion investment in postsecondary education over four years. The announcement included changes such as re-calibrating Weighted Grant Unit allocations, resets of corridor midpoints, targeted support for small, rural, northern, and

French language campuses, 2% domestic tuition increase, and funding for 40,000 new program seats. While this is a welcome announcement, the Chair noted that this does not resolve the University's immediate financial challenges. The Chair, along with members of senior administration, continue to seek clarification from government staff while reviewing budget holder submissions and analyzing implications. OSAP changes and their impact on students were also highlighted, with a recent meeting held with the TCSA to discuss these issues alongside Bill 33.

Senators raised concerns regarding the protection of the academic mission in the face of budget reductions. The Chair and Provost & VP Academic reaffirmed that teaching, research, academic programs, and associated supports remain central, and that the University will not take an across-the-board reduction approach. The Chair acknowledged the strain being experienced and clarified that deans have been asked to identify risks associated with potential budget reduction scenarios. Further questions were raised regarding discipline-specific implications of the new government funding model. Administration anticipates a general rise in per student funding and noted that while some growth funding may be directed toward areas prioritized by the province, such as health sciences and engineering, Trent has historically and will continue to work to protect the breadth of its academic programs.

Senators discussed student participation at upcoming rallies related to changes in OSAP funding. The Chair encouraged flexibility and avoiding academic penalties for participation, which was echoed by Senators.

Following discussion, Senate passed the following motion:

"That Senate encourages faculty to exercise flexibility, where possible, for students attending coordinated rallies related to funding in the coming weeks."

and it was further agreed that this motion be communicated to all applicable staff & faculty.

Minutes and Business arising Meeting of January 13, 2026. The minutes were approved as presented.

Vision, Mission and Values of Trent University. The Chair provided an overview of the process undertaken for updating Trent University's Vision & Mission statements and presented the finalized versions to this governing body. These statements will be going forward to the Board of Governors on March 27, 2026, for approval. Senate approved the statements as presented.

Undergraduate Studies Committee Report. Senator Chan-Reynolds presented the report which included the following proposals:
Supply Chain Management – A new articulation agreement that will allow qualifying students of Centennial College's Business – Supply Chain and Operations diploma program, and the Business Administration – Supply Chain and Operations Management advanced diploma program to enter Trent's Supply Chain Management (BA Honours) program with advanced standing.
Anthropology – One new regular course – ANTH4425H.
Business – Modify program requirements for the specialization in Business Administration.

Forensic Science – Modify program requirements for the specialization in Law & Policing.
Gender & Social Justice – One new regular course – GESO3270H.
Psychology - Modify program requirements for the specialization in Psychological Development.
Senate approved the report as presented.

Graduate Studies Committee Report. Senator Brunetti presented the report which included the following proposals:
PhD in Canadian Studies – Modified program requirements and addition of one new course – CAST-6075H.
Master of Science in Nursing – Professional Practice Leadership – Modify program name to Master of Science in Nursing. Program requirements were also modified to now include a thesis option, removal of 5205H Informatics course, and content from 5010H integrated into 5123H and 5118H.
Master of Science in Applied Modelling & Quantitative Methods – One new regular course – AMOD5570H.
Master of Instrumental Chemical Analysis – Modified course description – ICAN5110H.
Senate approved the report as presented.

Research Policy Committee. Senator Hintelmann presented the report which included updated Ethics Procedures for Reviewing Research Involving Human Participants. Changes included clarifying the scope of reviews routed to committees and supports available, Research Ethics Board (REB) certification requirements, and minor housekeeping changes. Senate approved the report as presented.

Approval of Convocation Lists. The Chair presented two recommendations regarding Senate approval of convocation lists:
a) That Senate approve the convocation lists for the period April 1, 2026—March 31, 2027, and;
b) That Senate grant the Dean of Graduate Studies authority to grant graduate degrees outside of the University's Convocations in special circumstances.
Senate approved the proposed motions.

Indigenous Education Council. Senator Skinner provided an overview of the Indigenous Education Council (IEC) report, which highlighted IEC activities, governance updates, and program and student support developments across FPHL and the Chanie Wenjack School for Indigenous Studies. IEC co-chairs Dan Longboat and Gaylyn Heffernan provided brief remarks on the work that the council has undertaken. Senate received the report as information.

Cyclical Program Review Committee. Senator Bailey presented the report which included the Final Assessment Report (FAR), & Implementation Plan – Executive Summary-for the programs offered in Psychology. Senate received the report as information.

Any Other Business.

Adjournment. The meeting adjourned at 3:46.
Dr. C. Bruce, Chair
T. Edwards, Recording Secretary

2025–2026 Undergraduate Studies Committee

6th Report to Senate – March 17, 2026

Unless otherwise indicated, all curriculum changes will take effect in the 2026-2027 Academic Year.

For Senate Approval – Major Modifications

#	Academic Unit	Category	Name	Details
1.	Business	Add General degree option	Bachelor of Business Administration (General)	Add new single-major General BBA program, identical to the existing BBA Honours except without the courses normally completed in the fourth year of the program. General program with Honours requirements in strikethrough for reference: **The BBA ~~Honours~~ General program.** ~~20.0~~ 15.0 credits including the following ~~12.0~~ 9.0 credits: • 5.5 ADMN credits consisting of ADMN 1000H, 1221H, 2010H, 2100H, 2220H, 2221H, 2230H, 2510H, 3032H, 3200H, and 3300H • ~~0.5 ADMN credit from ADMN 4032H, 4040H, 4101H, or 4450H~~ • ~~0.5 ADMN credit at the 4000 level in addition to the above~~ • ~~3.5~~ 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 • 0.5 ADMN or ECON credit from ADMN 2600H or ECON-ADMN 1250H
2.	Business	Add new transfer pathway	from Durham College to Business Administration (BBA Honours)	Qualified students may enter the Business Administration degree program on an advanced standing basis (10.0 credits awarded), subsequent to the successful completion of the **Business Administration - Finance** Advanced Diploma program with a minimum overall average of 75%.
3.	Communications	Add new transfer pathway	from Durham College to Communications (BA Honours)	Qualified students may enter the Communications degree program on an advanced standing basis (10.0 credits awarded), subsequent to the successful completion of the **Music Business Administration** Diploma program with a minimum overall average of 75%.

#	Academic Unit	Category	Name	Details
4.	Environment	Add General degree option	BA in Environmental & Resource Studies	Add new single-major General BA program, identical to the existing BA Honours except without the courses normally completed in the fourth year of the program. General program with Honours requirements in strikethrough for reference: **The single-major ~~Honours~~ General program.** ~~20.0~~ 15.0 credits including the following ~~11.5~~ 7.5 credits: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 2.5 ERST credits consisting of ERST 2100H, 2510H, 2520H, 2525H, and 3000H • ~~0.5 credit from the TSE Capstone Course List~~ • ~~5.0~~ 2.5 ERST credits at the 3000 level or beyond in addition to the above • ~~1.0~~ 0.5 ERST credit at the 2000 level or beyond in addition to the above • ~~1.0~~ 0.5 ERSC credit at the 2000 level or beyond in addition to the above
5.	Environment	Add General degree option	BSc in Environmental & Resource Science	Add new single-major General BSc program, identical to the existing BSc Honours except without the courses normally completed in the fourth year of the program. General program with Honours requirements in strikethrough for reference: **The single-major ~~Honours~~ General program.** ~~20.0~~ 15.0 credits including the following ~~12.0~~ 7.5 credits: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 2.5 ERSC credits consisting of ERSC 2080H, 2090H, 2220H, 2230H, and 2240H • 0.5 ERST credit consisting of ERST 3000H • ~~0.5 credit from the TSE Capstone Course List~~ • ~~5.0~~ 2.0 ERSC credits at the 3000 level or beyond in addition to the above • ~~0.5 ERSC credit at the 2000 level or beyond in addition to the above~~ • ~~1.0~~ 0.5 ERST credit at the 2000 level or beyond in addition to the above • 0.5 MATH credit consisting of MATH 1051H

USC Report to Senate 2026-03-17

2

#	Academic Unit	Category	Name	Details
6.	Environment	Add co-op option	BSc Honours in Ecological Restoration	In addition to the requirements for the single-major Honours program, students must satisfy the co-op requirements: • Minimum 70% in COOP 2000H • Minimum 75% cumulative average throughout study terms • Satisfactory work term evaluations
7.	Environment	Add co-op option	BSc Honours in Environmental & Resource Science	As above
8.	Environment	Add co-op option	BA Honours in Environmental & Resource Studies	As above
9.	Environment, Chemistry	Add co-op option	BSc Honours in Environmental Chemistry	As above
10.	Environment	Add co-op option	BSc Honours in Environmental Geoscience	As above
11.	Environment	Add co-op option	Bachelor of Environmental Science/Studies (BESS)	As above
12.	Environment	Add co-op option	BA/BSc Honours in Geography	As above
13.	Environment	Add co-op option	BA/BSc Honours in Sustainable Agriculture & Food Systems	As above

For Senate Approval – Courses

#	Academic Unit	Category	Name	Details
1.	Business	New course	ADMN3185H Consumer Behaviour	What do products mean to consumers? How do people decide what to buy? This course blends contemporary research on consumer behaviour with real marketing applications. Topics include decision making processes, situational influences, motivation, identity, and their implications for developing effective marketing strategies. Prerequisite: 3.0 ADMN credits including ADMN 2100H.

#	Academic Unit	Category	Name	Details
2.	Global Justice & Development	New course – crosslisted	GDST4241H Desiring Development: Psychoanalysis, Capitalism, and Global Futures	Introduces psychoanalysis as a critical lens for understanding global development. Explores how unconscious forces such as desire, fantasy, and enjoyment shape ideas of progress, inequality, race, and globalization. Considers how media and ideology sustain these visions and examines possibilities for alternatives and transformation in contemporary global contexts. Prerequisite: 10.0 university credits including 1.0 POST, CUST, or GDST credit. • **Crosslisted subjects: CUST, POST** • **Event (EL-EV)**
3.	Global Justice & Development	New course	HURI2006H Work, Labour Rights, and Justice in a Global Perspective	This course examines work and labour through human rights frameworks, tracing how colonialism, racial capitalism, and uneven development shaped labour regimes and modern rights. It critically evaluates international labour governance and human rights institutions, foregrounding workers' struggles as claims for global, social, and ecological justice. Prerequisite: 0.5 HURI credit at the 1000 level, or permission of instructor.
4.	Nursing	New course	NURS1010H Relational Inquiry	This course introduces relational inquiry (RI) as a foundation for nursing, helping students navigate its complexities with a research-informed approach. It fosters intentional knowledge and practice development while emphasizing the interdependence of patient, nurse, and community well-being. Key concepts include inquiry, relational consciousness, theoretical lenses, and the 5 Cs of RI. Not open to students with credit for NURS 1000H or 1001H. • **Science designation** • **Case Study EL-CS**

#	Academic Unit	Category	Name	Details
5.	Nursing	New course	NURS1100H Health Assessment	Introduces foundational skills in health history, physical and psychosocial examination, and clinical observation across the lifespan. Students apply relational inquiry, critical thinking, and cultural humility to create person-centered care plans, emphasizing communication, documentation, safety, and ethical principles while integrating evidence-informed practices for client-centered nursing care. • **Science designation** • **Case Study EL-CS, Lab EL-LW**
6.	Psychology	New course	PSYC4870H Placement in Aging and Dementia	This course provides a combination of classroom-based learning and experiential learning through placements in community or care settings, where students will engage directly with older adults with varying cognitive abilities (e.g., individuals living with dementia). Through these experiences, students will develop practical skills while applying theoretical knowledge to real-world contexts. Prerequisite: Minimum 65% average across completed PSYC courses; 14.0 university credits including PSYC 3016H; and at least 1.0 additional 3000-level PSYC credit. Offered only at Trent University Durham GTA. • **Science designation**

For Senate Approval – Programs

For detailed program requirements, see Appendix 1 (p.17)

#	Academic Unit	Category	Name	Details
1.	Environment	Change program requirements	BSc Honours in Ecological Restoration	• 1.0 ERSC capstone requirement changed to 0.5 TSE capstone requirement • Remove ERST 3312H • SAFS 3530H renumbered 3545H
2.	Environment	Change program requirements	BA Honours in Environmental & Resource Studies	• Core first-year requirement • Remove course categories • Add 0.5 capstone credit
3.	Environment	Change program requirements	BA Honours in Environmental & Resource Studies – Trent/Swansea Dual Degree	As above

#	Academic Unit	Category	Name	Details
4.	Environment	Change program requirements	Minor in Environmental & Resource Studies	• Core first-year requirement • Remove course categories
5.	Environment	Change program requirements	BSc Honours in Environmental & Resource Science	• Core first-year requirement • Remove course categories • Add 0.5 capstone credit • Add ERSC 2090H, MATH 1051H
6.	Environment	Change program requirements	Minor in Environmental & Resource Science	• Core first-year requirement • Remove course categories
7.	Environment	Change program requirements	Bachelor of Environmental Science/Studies (BESS)	• Core first-year requirement • Remove requirement for 75% in ERSC 1010H and 1020H • Remove course categories • Add 0.5 capstone credit • Add ERSC 2090H, MATH 1051H
8.	Environment, Chemistry	Change program requirements	BSc Honours in Environmental Chemistry	• ERSC 3702H, 4070H removed • Both CHEM-ERSC 3610H and ERSC 4060H now required • Remove CHEM 4520H
9.	Environment, Chemistry	Change program requirements	BSc General in Environmental Chemistry	As above
10.	Environment	Change program requirements	BSc Honours in Environmental Geoscience	• Remove from category B: EGEO 4070H, GEOG 3510H, 3520H, 4450H, 4640H
11.	Environment	Change program requirements	BA Honours in Geography	• Core first-year program • Remove course categories • Add 0.5 capstone credit • Add GEOG 2001H, 2530H • Remove GEOG 2080H (required); GEOG 2310H, 2320H, 2330H, 2710H, 2810H (electives)
12.	Environment	Change program requirements	BA Honours in Geography – Trent/Swansea Dual Degree	As above
13.	Environment	Change program requirements	BA General in Geography	As above

#	Academic Unit	Category	Name	Details
14.	Environment	Change program requirements	BSc Honours in Geography	• Core first-year program • Remove course categories • Add 0.5 capstone credit • Add MATH 1051H, GEOG 2180H • Remove GEOG 2330H, 2401H, 2460H, 2540H (electives)
15.	Environment	Change program requirements	BSc General in Geography	As above
16.	Environment	Change program requirements	Minor in Geography	• Remove course categories
17.	Environment	Change program requirements	BA Honours in Sustainable Agriculture & Food Systems	• Replace SAFS 1002H with ERSC-SAFS 1020H • Add 0.5 capstone credit • Remove SAFS 4001H/4002H
18.	Environment	Change program requirements	BSc Honours in Sustainable Agriculture & Food Systems	As above
19.	Environment	Change program name, requirements	Specialization in Climate Change Science & Policy	New name: Specialization in Climate Change • Update electives
20.	Environment	Change program requirements	Option in Climate Communication	• Add ERSC 1020H, remove ERST 2100H, COMM 3001H
21.	Business	Change program requirements	Specialization in Marketing & Consumer Culture	• Increase total credits from 5.0 to 5.5 • change ADMN 3460H from required to one of ADMN 3185H or 3460H • increase 2.0 elective credits to 2.5 credits from ADMN 2410H, 3185H, 3460H, 3550H, 3610H, 3750H, or 4870H
22.	Global Justice & Development	Change program requirements	BA Honours in Human Rights & Global Justice	Change HURI 2251H from required to elective and add HURI 2001H; add HURI-GDST 2001H, HURI 2006H, HURI-GDST-GESO 2251H to Category A; add GDST-GEOG-HURI 4130H, GDST-HURI 4800Y/4801H/4802H to Category B
23.	Health, Kinesiology	Change program requirements	BSc Honours in Health	Decrease total credits from 12.5 to 10.5; remove HEAL 3002H, KINE 1001H, KINE 4710H, NURS 2000H, NURS 4204H (required), PSYC 2210H (elective); add HEAL 4003H, 0.5 PSYC credit at the 2000 level (required); change PSYC 2200H from elective to required

#	Academic Unit	Category	Name	Details
24.	Nursing	Change program requirements	Bachelor of Science in Nursing (BScN)	Replace NURS 1000H and 1001H with NURS 1010H and 1100H (required); merge advanced topics course groups into one
25.	Psychology	Change program requirements	BA/BSc Honours in Psychology	Students may choose to complete only one of the four Psychology specializations

For Senate Information – Courses

#	Academic Unit	Category	Name	Details/Changes
1.	Biology	Change course prerequisite	BIOL4510H Species-at-Risk Biol & Policy	Prerequisite: A minimum overall average of 65% in completed BIOL/BIOC/BIOM courses and 12.0 university credits including 0.5 BIOL credit at the 3000 level, and one of BIOL-FRSC 2050H or BIOL 2260H. Recommended: BIOL 3391H. • **Crosslisted subject: FRSC**
2.	Chemistry	Delete course	CHEM4520H Principles of Water Science and Technology	
3.	Cultural Studies	Delete course	CUST2528H West Indian Storytelling	
4.	Economics	Change course number, add crosslisting	ECON3400H Managerial Economics	New number: ECON3470H • **new crosslisted subject: ADMN**
5.	Environment	change course credit value, title, description, prerequisite	ERSC3160H Community-Based Natural Resource Mgmt	**ERSC3160Y Community Based Resource Management** Examines critically and constructively community-based management of natural resources and the environment. Explores the topic of self-regulation and co-management by resource interest groups, drawing on cases from fisheries, forestry, wildlife, and other sectors. Students are required to complete group projects with community partners. Prerequisite: 9.0 university credits including 1.0 ERSC and/or ERST credit at the 2000 level or beyond.

#	Academic Unit	Category	Name	Details/Changes
6.	Environment	Change course number, title, prerequisite, add crosslisting	SAFS3530H Crop Physiology	SAFS3545H Applied Plant Ecology Prerequisite: BIOL 1020H or SAFS 1001H. • **New crosslisted subject: ERSC (existing: BIOL)**
7.	Environment	Change course title, add crosslisting	CLIM1050H Intro Climatic Change Science	Title: Introduction to Climate Change • **New crosslisted subject: GEOG (existing: ERSC)**
8.	Environment	Add crosslisting	EGEO3001H Applied & Envir Geophysics	• **new crosslisted subject: GEOG (existing: ANTH, FRSC)**
9.	Environment	Add crosslisting	ERSC1020H Cases Enviro Sci & Sustainabil	• **new crosslisted subject: SAFS**
10.	Environment	Change course prerequisite, add crosslisting	ERSC4703H Sr Sem Earth & Envir Sci	Prerequisite: 14.0 university credits including 4.0 ERSC, ERST, GEOG, SAFS, and/or WASC credits. • **New crosslisted subject: SAFS (existing: GEOG, WASC)**
11.	Environment	Change course prerequisite, add crosslisting	ERST3501H Envir & Comm: Presentation	Prerequisite: 9.0 university credits including 1.0 ERSC/T credit at the 1000 level. • **New crosslisted subject: COMM**
12.	Environment	Change course prerequisite, add crosslisting	ERST3502H Climate & Envir Communications	Prerequisite: 9.0 university credits including 1.0 ERSC/T credit at the 1000 level. • **New crosslisted subject: COMM**
13.	Environment	Change course title, add crosslisting	GEOG1030H Human Geog in Global Context	Title: Society, Environment, and Place • **New crosslisted subjects: ERST, SAFS**
14.	Environment	Add crosslisting	GEOG1040H Earth's Physical Proc & Env	• **new crosslisted subject: ERSC (existing: EGEO)**
15.	Environment	Change course prerequisite, add crosslisting	GEOG2460H The Global Climate System	Prerequisite: GEOG-EGEO 1040H or GEOG-CLIM-ERSC 1050H. • **New crosslisted subject: ERSC**
16.	Environment	Add crosslisting	GEOG3530H Hydrology	• **new crosslisted subject: ERSC (existing: EGEO, WASC)**

#	Academic Unit	Category	Name	Details/Changes
17.	Environment	Change course prerequisite, add crosslisting	GEOG3730H Social Geography	Prerequisite: 9.0 university credits including 1.0 GEOG and/or ERST credit at the 2000 level or beyond. • **New crosslisted subject: ERST (existing: CAST)**
18.	Environment	Change course title, prerequisite	GEOG2180H Apocalypse Now	Title: Natural Hazards Prerequisite: 4.0 university credits including GEOG-EGEO-ERSC 1040H. • **Crosslisted subjects: EGEO, ERSC**
19.	Environment	Change course prerequisite	EGEO2401H Environmental Geology	Prerequisite: 4.0 university credits including EGEO-ERSC-GEOG 1040H. • **Crosslisted subjects: ERSC, GEOG**
20.	Environment	Change course prerequisite	EGEO4000H Environ Geoscience Placement	Prerequisite: Open only to students in the Environmental Geoscience program with a minimum cumulative average of 75% and 14.0 university credits.
21.	Environment	Change course prerequisite	ERSC2220H Envir Assmt Chem & Lab Meth	Prerequisite: 4.0 university credits including 1.0 ERSC credit at the 1000 level.
22.	Environment	Change course prerequisite	ERSC2240H Eco Assmt Natural Resour Mgmt	Prerequisite: 4.0 university credits including 1.0 ERSC credit at the 1000 level.
23.	Environment	Change course prerequisite	ERSC2300H Energy Science & Technology	Prerequisite: 4.0 university credits including 1.0 ERSC credit at the 1000 level.
24.	Environment	Change course prerequisite	ERSC2701H Envir Educ: Biological Issues	Prerequisite: 4.0 university credits. • **Crosslisted subjects: BIOL, EDUC**
25.	Environment	Change course prerequisite	ERSC2702H Envir Educ: Stewardship & Sust	Prerequisite: 4.0 university credits. • **Crosslisted subjects: BIOL, EDUC**
26.	Environment	Change course prerequisite	ERSC3890H Placement Course	Prerequisite: A minimum cumulative average of 75% and 9.0 university credits including 4.0 ERSC credits.
27.	Environment	Change course prerequisite	ERSC4240H Fisheries Assessment & Mgmt	Prerequisite: 9.0 university credits including one of BIOL 2260H or ERSC 2240H and one of ERSC 2080H or MATH 1051H. • **Crosslisted subject: BIOL**
28.	Environment	Change course prerequisite	ERSC4520H Restoration Ecology	Prerequisite: 9.0 university credits including 1.0 credit from ERSC 2230H, 2240H, 2260H, or 2350H; and 1.5 ERSC credits at the 3000 level or beyond.

#	Academic Unit	Category	Name	Details/Changes
29.	Environment	Change course prerequisite	ERSC4530H Remediation Reclamation Sites	Prerequisite: 9.0 university credits including 1.0 credit from ERSC 2230H, 2240H, 2260H, or 2350H; and 1.5 ERSC credits at the 3000 level or beyond.
30.	Environment	Change course prerequisite	ERSC4640H Integrated Watershed Mgmt	Prerequisite: 9.0 university credits including GEOG-EGEO-ERSC 2090H. • **Crosslisted subject: GEOG**
31.	Environment	Change course prerequisite	ERSC/T4801H Greening Campus Infrastructure	Prerequisite: 9.0 university credits including ERSC 2240H or ERST-GEOG 2510H.
32.	Environment	Change course prerequisite	ERSC/T4802H Greening Campus: Institutions	Prerequisite: 9.0 university credits including ERSC 2240H or ERST-GEOG 2510H.
33.	Environment	Change course prerequisite	ERST2520H Natural Resource Management	Prerequisite: 4.0 university credits including 1.0 ERSC credit at the 1000 level. • **Crosslisted subject: CAST**
34.	Environment	Change course prerequisite	ERST2525H Critical Envir Thinking	Prerequisite: 4.0 university credits including 1.0 ERSC/T or CAST credit at the 1000 level. • **Crosslisted subject: CAST**
35.	Environment	Change course prerequisite	ERST3890H Placement Course	Prerequisite: A minimum cumulative average of 75% and 9.0 university credits including 4.0 ERSC/T credits.
36.	Environment	Change course prerequisite	ERST4250H Environmental Law & Regulation	Prerequisite: 9.0 university credits including ERST 3250H. • **Crosslisted subject: FRSC**
37.	Environment	Change course prerequisite	ERST4610H Global Environmental Policy	Prerequisite: 9.0 university credits. Recommended: One of ERST-GDST-POST 3602H or POST 2200Y. • **Crosslisted subjects: GDST, POST, SAFS**
38.	Environment	Change course prerequisite	ERST4670H Environmental History	Prerequisite: 9.0 university credits. • **Crosslisted subjects: CAST, HIST**
39.	Environment	Change course prerequisite	GEOG2080H Natural Science Statistics	Prerequisite: MATH 1051H or 1110H. • **Crosslisted subject: ERSC**
40.	Environment	Change course prerequisite	GEOG2090H Intro Geographical Info Sys	Prerequisite: 4.0 university credits including 1.0 ERSC/T and/or GEOG credit at the 1000 level. • **Crosslisted subjects: EGEO, ERSC**

#	Academic Unit	Category	Name	Details/Changes
41.	Environment	Change course prerequisite	GEOG2510H Qualitative Method Geog/Enviro	Prerequisite: 4.0 university credits including GEOG-ERST-SAFS 1030H. • **Crosslisted subject: ERST**
42.	Environment	Change course prerequisite	GEOG2530H Water Resources	Prerequisite: 4.0 university credits including GEOG-EGEO-ERSC 1040H. • **Crosslisted subjects: ERSC, WASC**
43.	Environment	Change course prerequisite	GEOG2540H Earth's Dynamic Landforms	Prerequisite: 4.0 university credits including GEOG-EGEO-ERSC 1040H. • **Crosslisted subject: EGEO**
44.	Environment	Change course prerequisite	GEOG2710H Cities: Intro Urban Geography	Prerequisite: 4.0 university credits including GEOG-ERST-SAFS 1030H. • **Crosslisted subjects: CAST, ERST**
45.	Environment	Change course prerequisite	GEOG3220H Gender, Society & Space	Prerequisite: 1.0 GEOG and/or GESO credit at the 2000 level or beyond. • **Crosslisted subjects: CAST, GESO**
46.	Environment	Change course prerequisite	GEOG3470H Climate Change and Its Impacts	Prerequisite: 9.0 university credits including GEOG-ERSC 2080H and 2460H. • **Crosslisted subjects: CLIM, ERSC**
47.	Environment	Change course prerequisite	GEOG3560H Soil Science	Prerequisite: GEOG-ERSC 2080H and one of ERSC 2240H or GEOG 2540H. • **Crosslisted subjects: EGEO, ERSC, SAFS**
48.	Environment	Change course prerequisite	GEOG3790H Exploring the City	Prerequisite: 9.0 university credits including 1.0 GEOG and/or ERST credit at the 2000 level or beyond. • **Crosslisted subject: ERST**
49.	Environment	Change course prerequisite	GEOG3890H Placement Course	Prerequisite: A minimum cumulative average of 75% and 9.0 university credits including 4.0 GEOG credits.
50.	Environment	Change course prerequisite	GEOG4080H Hydrogeology	Prerequisite: 9.0 university credits including GEOG-EGEO-ERSC 3530H. • **Crosslisted subjects: EGEO, WASC**
51.	Environment	Change course prerequisite	SAFS3240H Agricultural Entomology	Prerequisite: 9.0 university credits including BIOL 1020H. • **Crosslisted subject: BIOL**
52.	Environment	Change course prerequisite	SAFS3341H The Canadian Food System	Prerequisite: 9.0 university credits. • **Crosslisted subjects: CAST, ERST, SOCI**
53.	Environment	Change course prerequisite	SAFS3801H Agriculture Field Course	Prerequisite: 9.0 university credits.
54.	Environment	Change course prerequisite	SAFS3852H Farming in the Kawarthas	Prerequisite: 9.0 university credits including 4.0 SAFS credits.

USC Report to Senate 2026-03-17

12

#	Academic Unit	Category	Name	Details/Changes
55.	Environment	Change course prerequisite	SAFS3890H Placement Course	Prerequisite: A minimum cumulative average of 75% and 9.0 university credits including 4.0 SAFS credits.
56.	Environment	Change course prerequisite	SAFS4100H Cdn Food & Agriculture Policy	Prerequisite: 9.0 university credits including 4.0 SAFS credits.
57.	Environment	Placement on reserve	ERSC2150H Envir Assmt Indigenous Cmties	• **Crosslisted subjects: IESS, INDG**
58.	Environment	Placement on reserve	ERSC3460H Lab & Field Skills for Env Sci	
59.	Environment	Placement on reserve	ERSC3702H Chemical Hazards Environment	
60.	Environment	Placement on reserve	ERST2812H Northern Research	• **Crosslisted subject: GEOG**
61.	Environment	Placement on reserve	ERST3082H Issues in Waste Management	
62.	Environment	Placement on reserve	ERST3312H Ecological Risk Assessment	
63.	Environment	Placement on reserve	ERST3603H Environmental Justice	• **Crosslisted subjects: GDST, POST**
64.	Environment	Placement on reserve	GEOG3270H Canada Nation State Territory	• **Crosslisted subject: CAST**
65.	Environment	Placement on reserve	GEOG3510H Glacial & Quaternary Geomorph	
66.	Environment	Placement on reserve	GEOG3520H Large-Scale Geomorphology	
67.	Environment	Placement on reserve	GEOG3800H Regional Econ Geog of Canada	• **Crosslisted subject: CAST**

#	Academic Unit	Category	Name	Details/Changes
68.	Environment	Placement on reserve	GEOG3960H Wealth, Power & Space	
69.	Environment	Placement on reserve	GEOG4040H Hydrochemical Fluxes Hydrosph	• **Crosslisted subject: ERSC**
70.	Environment	Placement on reserve	GEOG4444H Rural Community Sustainability	• **Crosslisted subjects: CAST, SAFS**
71.	Environment	Placement on reserve	GEOG4450H Spatial Modelling With GIS	• **Crosslisted subject: ERSC**
72.	Environment	Placement on reserve	SAFS1002H Case Studies Sust Agriculture	
73.	Environment	Placement on reserve	SAFS3500H Food Science	
74.	Environment	Placement on reserve	SAFS4001H Seminar Sust Agricult Science	
75.	Environment	Placement on reserve	SAFS4002H Seminar Sust Agricult Studies	
76.	Environment	Placement on reserve	SAFS4003D Rsrch & Placement in Agricul	
77.	Environment	Placement on reserve	SAFS4101H Agroecological Learning/Pract	
78.	Environment	Placement on reserve	SAFS4650H Climate Change, Agriculture	• **Crosslisted subject: BIOL**
79.	Gender & Social Justice	Remove crosslisting, change course number, prerequisite	GESO3796H Feminist Psychologies	New number: GESO3797H Prerequisite: 6.0 university credits including 1.0 GESO credit at 2000 level or beyond. • **De-crosslisted subject: PSYC**
80.	Gender & Social Justice	Remove crosslisting, change course number, prerequisite	GESO4796H Feminist Psychologies	New number: GESO4797H Prerequisite: 2.0 GESO credits at the 2000 level or beyond. • **De-crosslisted subject: PSYC**

#	Academic Unit	Category	Name	Details/Changes
81.	Global Justice & Development	Change course title, description, prerequisite	GDST4220Y Cmty-Based Rsrch Methods/Proj	**Community Based Research Project: Rights-Based Approach** An examination of research traditions, methodologies, and methods with application to rights-based empirical inquiry and completion of a community-based research project. Prerequisite: 14.0 university credits including GDST 2001H or HURI 2005H or HURI 3121H or permission of instructor or department chair. • **Crosslisted subject: HURI**
82.	Global Justice & Development	Change course title, prerequisite, add crosslisting	GDST4221Y Cmty-Based Rsrch Migration	**Community-based Research Project: Rights-Based Approach for Migration** An examination of research traditions, methodologies and methods with application to rights-based empirical inquiry and completion of a community-based research project in the area of migration. Prerequisite: 14.0 university credits including GDST 2001H, HURI 2005H, or HURI 3121H, or permission of instructor or department chair. • **New crosslisted subject: HURI**
83.	Health, Kinesiology	Delete courses	HEAL3002H Health Communications HEAL4001H Changing Health Behaviour	Combined as HEAL4003H (below)
84.	Health, Kinesiology	New course - replacement	HEAL4003H Changing Health Behaviour - Health Promotion and Communication	A lifespan approach to promoting health at the individual and population levels, including studying a range of health promotion interventions and how to apply them across the lifespan. Design, implementation, and evaluation of health communications and the promotion of health literacy will also be explored. Prerequisite: HEAL 3001H and HEAL-NURS-PSYC 3755H. Not open to students with credit for HEAL 3002H or 4001H. • **Science designation**
85.	History	Reactivate course from reserve	HIST3380Y/ 3381H/4480Y/ 4481H Cuban–Canadian –US Relations	

#	Academic Unit	Category	Name	Details/Changes
86.	Political Studies	New trial course	POST 3295H International Law: Power, Order, and Global Conflict	This course examines how public international law shapes power, order, and conflict. Students study sources of law, statehood, jurisdiction, the UN system, the use of force, humanitarian law, the law of the sea, and state responsibility, and learn to apply legal rules to current international disputes. Prerequisite: 7.0 university credits or permission of instructor. • **Case Study (EL-CS), Simulated Workshop (EL-SW)**
87.	Political Studies	New trial course – crosslisted	POST4258H Governing Machines? Technology and Power in the Age of AI	Examines how AI and emerging technologies reshape power, governance, and global order. Traces Silicon Valley's ideological roots, platform capitalism, and global tech diffusion before analyzing governance frameworks and future challenges of agentic AI and hybrid cognition. Explores whether techno-capitalism is governable, by whom, and for what purposes. Prerequisite: 10.0 university credits or permission of the instructor. • **Crosslisted subject: AIST** • **Simulated Workshop (EL-SW)**
88.	Psychology	Change course description	PSYC3790H Consumer Psychology	What drives decision making in buyers and sellers? The scientific study of consumer psychology informs this applied question, focusing on the intersection of perceptual, cognitive, conscious, and unconscious influences. Topics in research methods and measurement, attention, psycholinguistic factors, and evidence weighting are highlighted. Parallels to social engineering are provided.
89.	Social Work	New trial course	SWRK3114H Braiding Indigenous Knowledge into Social Work Practice	A critical examination of current mainstream social work practice to invite critical understanding of Indigenous issues, struggles, and worldviews. Through Indigenous social work theory and approaches, students probe topics from Indigenous worldviews. Using Indigenous pedagogy, students explore history, legislation, and social work issues facing Indigenous individuals, families, communities, and Nations. Prerequisite: Admission to the BSW professional years.

For Senate Information – Programs

#	Academic Unit	Category	Name	Details/Changes
1.	Business	Change program requirements	Option in Marketing	Add ADMN 3185H, 3460H (electives); remove ADMN-INDG 1500H, 1510H, ADMN-COIS 1620H, ADMN 2510H (electives)
2.	Business	Change program requirements	Specialization in Logistics & Supply Chain Management	Change LSCM 1001H from required to one of LSCM 1001H or ADMN 3550H

Appendix 1 – Program Changes

Name	Details
TSE Capstone Course List Required for: • Ecological Restoration • Environmental & Resource Science • Environmental & Resource Studies • Environmental Science/Studies (BESS) • Geography • Sustainable Agriculture & Food Systems	**Thesis** • EGEO 4020D • ERSC/T 4010Y/4020D • GEOG 4010Y/4020D • SAFS 4010Y/4020D **Community-Based Research** • ERSC 3160Y • ERSC/T 3840H • ERSC/T 4801H • ERSC/T 4802H • ERSC/T 4830Y/4840H • GEOG 4830Y • SAFS 4850Y **Placement** • EGEO 4000H • ERSC/T-GEOG-SAFS 3890H **Reading** • ERSC/T 3900Y/3901H/4900Y/4901H • GEOG 3900Y/3901H/3902H • SAFS 3900Y/3901H/4900Y/4901H **Seminar** • ERSC/T-GEOG-SAFS-WASC 4703H **Field** • ERSC/T 3230H • ERSC 3860H/3870H/3880H • ERSC 4860H • ERSC 4905Y/4906H • ERST-GEOG-CAST 4043H **Applied Research and Project** • ERST-GEOG 4140H • ERSC-GEOG 4640H • GEOG 4090H

BSc Ecological Restoration	**The single-major Honours program.** 20.0 credits including the following 14.0 credits: • 5.5 ERSC credits consisting of ERSC 1010H, 1020H, 2220H, 2240H, 2260H, 3200Y, 3510H, 3551H, 4520H, and 4530H • 0.5 ERST credit consisting of ERST 3110H • 0.5 ERSC or ERST credit from ERSC 2701H, ERST 3501H, or 3502H • 1.0 ERST credit from ERST 2100H, 2520H, or 2525H • 0.5 ERST credit from ERST 3120H, 3301H, or 3250H • 0.5 credit from the TSE Capstone Course List • 0.5 BIOL credit consisting of BIOL 1020H • 3.0 GEOG credits consisting of GEOG 1040H, 2080H, 2090H, 2401H, 2460H, and 3560H • 1.0 MATH credit consisting of MATH 1051H and 1052H • 0.5 SAFS credit consisting of SAFS-ERSC 3545H • 0.5 GEOG credit from GEOG 3530H or 3540H
BA Environmental & Resource Studies	**The single-major Honours program.** 20.0 credits including the following 11.5 credits: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 2.5 ERST credits consisting of ERST 2100H, 2510H, 2520H, 2525H, and 3000H • 0.5 credit from the TSE Capstone Course List • 5.0 ERST credits at the 3000 level or beyond in addition to the above • 1.0 ERST credit at the 2000 level or beyond in addition to the above • 1.0 ERSC credit at the 2000 level or beyond in addition to the above **The joint-major Honours program.** 20.0 credits including the following 8.0 credits: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 2.5 ERST credits consisting of ERST 2100H, 2510H, 2520H, 2525H, and 3000H • 0.5 credit from the TSE Capstone Course List • 2.5 ERST credits at the 3000 level or beyond in addition to the above • 1.0 ERSC credit at the 2000 level or beyond in addition to the above **The single-major General program.** 15.0 credits including the following 7.5 credits: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 2.5 ERST credits consisting of ERST 2100H, 2510H, 2520H, 2525H, and 3000H • 2.5 ERST credits at the 3000 level or beyond in addition to the above • 0.5 ERST credit at the 2000 level or beyond in addition to the above • 0.5 ERSC credit at the 2000 level or beyond **The joint-major General program.** 15.0 credits including the following 6.0 credits: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 2.5 ERST credits consisting of ERST 2100H, 2510H, 2520H, 2525H, and 3000H • 1.5 ERST credits at the 3000 level or beyond in addition to the above • 0.5 ERSC credit at the 2000 level or beyond

	The minor in Environmental & Resource Studies consists of the following 5.0 credits: • 1.0 ERSC/ERST/SAFS credit from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 2.0 ERST credits at the 3000 level or beyond • 2.0 ERST credits at the 2000 level or beyond in addition to the above **Trent/Swansea Dual Degree** **The single-major Honours program.** 20.0 credits including the following: Year 1 5.0 credits including the following: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 1.5 ERST credits consisting of ERST 2100H, 2520H, and 2525H • 0.5 ICR credit from the Approved Indigenous Course List • 1.5 elective credits Year 2 5.0 credits including the following: • 1.0 ERST credits consisting of ERST 2510H and 3000H • 1.5 ERST credits at the 3000 level or beyond in addition to the above • 1.0 ERST credit at the 2000 level or beyond in addition to the above • 1.0 ERSC credit at the 2000 level or beyond • 0.5 elective credit Years 3-5 – at Swansea Year 6 5.0 transfer credits awarded for successful completion of LLB program (years 3-5): • 3.0 unassigned ERSC/T credits at the 3000 level • 2.0 unassigned ARTS credits at the 3000 level 5.0 credits including the following: • 2.5 LAWS credits consisting of LAWS 4000H, 4010H, 4020H, 4030H, and 4040H • 0.5 credit from the TSE Capstone Course List • 1.0 ERST credit at the 3000 level or beyond in addition to the above • 1.0 elective credit
BSc Environmental & Resource Science	**The single-major Honours program.** 20.0 credits including the following 12.0 credits: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H • 2.5 ERSC credits consisting of ERSC 2080H, 2090H, 2220H, 2230H, and 2240H • 0.5 ERST credit consisting of ERST 3000H • 0.5 credit from the TSE Capstone Course List • 5.0 ERSC credits at the 3000 level or beyond in addition to the above • 0.5 ERSC credit at the 2000 level or beyond in addition to the above • 1.0 ERST credit at the 2000 level or beyond in addition to the above • 0.5 MATH credit consisting of MATH 1051H **The joint-major Honours program.** 20.0 credits including the following 8.0 credits: • 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H

	- 2.5 ERSC credits consisting of ERSC 2080H, 2090H, 2220H, 2230H, and 2240H - 0.5 ERST credit consisting of ERST 3000H - 0.5 credit from the TSE Capstone Course List - 2.0 ERSC credits at the 3000 level or beyond in addition to the above - 0.5 ERST credit at the 2000 level or beyond in addition to the above - 0.5 MATH credit consisting of MATH 1051H **The single-major General program.** 15.0 credits including the following 7.5 credits: - 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H - 2.5 ERSC credits consisting of ERSC 2080H, 2090H, 2220H, 2230H, and 2240H - 0.5 ERST credit consisting of ERST 3000H - 2.0 ERSC credits at the 3000 level or beyond - 0.5 ERST credit at the 2000 level or beyond in addition to the above - 0.5 MATH credit consisting of MATH 1051H **The joint-major General program.** 15.0 credits including the following 6.0 credits: - 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H - 2.5 ERSC/T credits consisting of ERSC 2080H, 2090H, 2220H, 2230H, and 2240H - 0.5 ERST credit consisting of ERST 3000H - 0.5 ERSC credit at the 3000 level or beyond - 0.5 ERST credit at the 2000 level or beyond in addition to the above - 0.5 MATH credit consisting of MATH 1051H **The minor in Environmental & Resource Science** consists of the following 5.0 credits: - 1.0 ERSC/ERST/SAFS credit from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H - 2.0 ERSC credits at the 3000 level or beyond - 2.0 ERSC credits at the 2000 level or beyond in addition to the above
BESS Bachelor of Environmental Science/Studies	**The single-major Honours program.** 20.0 credits including the following 14.0 credits: - 1.5 ERSC/ERST/SAFS credits from ERSC 1010H, 1020H, 1040H, 1050H, ERST 1030H, or SAFS 1001H - 1.5 ERSC credits consisting of ERSC 2080H, 2090H, and 2220H - 0.5 ERST credit consisting of ERST 3000H - 0.5 ERSC credit from ERSC 2230H or 2240H - 1.0 ERST credit from ERST 2100H, 2520H, or 2525H - 0.5 credit from the TSE Capstone Course List - 6.0 ERSC/T credits at the 3000 level or beyond in addition to the above - 1.0 ERSC credit at the 2000 level or beyond in addition to the above - 1.0 ERST credit at the 2000 level or beyond in addition to the above - 0.5 MATH credit consisting of MATH 1051H
BSc Environmental Chemistry	**The single-major Honours program.** 20.0 credits including the following 15.0 credits: - 6.5 CHEM credits consisting of CHEM 1000H, 1010H, 2100H, 2200H, 2300H, 2410H, 2420H, 2500H, 2620H, 3400H, 3410H, 3520H, and 3610H

	• 3.0 ERSC credits consisting of ERSC 1010H, 1020H, 2240H, 3450H, 3701H, and 4060H • 1.0 CHEM credit from CHEM 4300H, 4400H or 4500H • 2.0 CHEM or ERSC credits at the 3000 level or beyond in addition to the above • 1.0 BIOL credit consisting of BIOL 1020H and 1030H • 1.0 MATH credit consisting of MATH 1110H and 1122H • 0.5 MATH or PHYS credit from MATH 1051H, PHYS 1001H, or PHYS 1060H **The single-major General program.** 15.0 credits including the following 11.0 credits: • 4.0 CHEM credits consisting of CHEM 1000H, 1010H, 2410H, 2420H, 2500H, 2620H, 3520H, and 3610H • 3.0 ERSC credits consisting of ERSC 1010H, 1020H, 2240H, 3450H, 3701H, and 4060H • 1.0 CHEM credit from CHEM 2100H and 2110H for organic chemistry; or from CHEM 2200H and 3200H for inorganic chemistry • 0.5 CHEM credit from CHEM 3400H or 3410H • 1.0 BIOL credit consisting of BIOL 1020H and 1030H • 1.0 MATH credit consisting of MATH 1110H and 1122H • 0.5 MATH or PHYS credit from MATH 1051H, PHYS 1001H, or PHYS 1060H
BA Geography	**The single-major Honours program.** 20.0 credits including the following 11.5 credits: • 2.5 GEOG credits consisting of GEOG 1030H, 1040H, 2090H, 2510H, and 3100H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 1.0 GEOG credit from GEOG 2001H, 2401H, 2460H, 2530H, or 2540H • 0.5 credit from the TSE Capstone Course List • 5.0 GEOG credits at the 3000 level or beyond in addition to the above • 2.0 GEOG credits at the 2000 level or beyond in addition to the above **The joint-major Honours program.** 20.0 credits including the following 8.0 credits: • 2.5 GEOG credits consisting of GEOG 1030H, 1040H, 2090H, 2510H, and 3100H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 1.0 GEOG credit from GEOG 2001H, 2401H, 2460H, 2530H, or 2540H • 0.5 credit from the TSE Capstone Course List • 1.5 GEOG credits at the 3000 level or beyond in addition to the above • 2.0 GEOG credits at the 2000 level or beyond in addition to the above **The single-major General program.** 15.0 credits including the following 7.5 credits: • 2.5 GEOG credits consisting of GEOG 1030H, 1040H, 2090H, 2510H, and 3100H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 0.5 GEOG credit from GEOG 2001H, 2401H, 2460H, 2530H, or 2540H • 2.0 GEOG credits at the 3000 level or beyond in addition to the above • 2.0 GEOG credits at the 2000 level or beyond in addition to the above **The joint-major General program.** 15.0 credits including the following 6.0 credits: • 2.5 GEOG credits consisting of GEOG 1030H, 1040H,2090H, 2510H, and 3100H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 0.5 GEOG credit from GEOG 2001H, 2401H, 2460H, 2530H, or 2540H • 2.0 GEOG credits at the 3000 level or beyond in addition to the above • 0.5 GEOG credit at the 2000 level or beyond in addition to the above

	The minor in Geography (Bachelor of Arts) consists of the following 5.0 credits: • 1.0 GEOG credit consisting of GEOG 1030H and 1040H • 2.0 GEOG credits at the 3000 level or beyond • 2.0 GEOG credits at the 2000 level or beyond in addition to the above **Trent/Swansea Dual Degree** **The single-major Honours program.** 20.0 credits including the following: Year 1 5.0 credits including the following: • 1.0 GEOG credit consisting of GEOG 1030H and 1040H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 1.0 GEOG credit from GEOG 2001H, 2401H, 2460H, 2530H, or 2540H • 0.5 ICR credit from the Approved Indigenous Course List • 2.0 elective credits Year 2 5.0 credits including the following: • 1.5 GEOG credits consisting of GEOG 2090H, 2510H, and 3100H • 1.0 GEOG credit at the 3000 level or beyond in addition to the above • 2.0 GEOG credits at the 2000 level or beyond in addition to the above • 0.5 elective credit Years 3-5 – at Swansea Year 6 5.0 transfer credits awarded for successful completion of LLB program (years 3-5): • 3.0 unassigned GEOG credits at the 3000 level • 2.0 unassigned ARTS credits at the 3000 level 5.0 credits including the following: • 2.5 LAWS credits consisting of LAWS 4000H, 4010H, 4020H, 4030H, and 4040H • 0.5 credit from the TSE Capstone Course List • 1.0 GEOG credit at the 3000 level or beyond in addition to the above • 1.0 elective credit
BSc Geography	**The single-major Honours program.** 20.0 credits including the following 11.5 credits: • 2.5 GEOG credits consisting of GEOG 1030H, 1040H, 2080H, 2090H, and 3100H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 1.0 GEOG credit from GEOG 2180H, 2310H, 2320H, 2710H, or 2810H • 0.5 credit from the TSE Capstone Course List • 5.0 GEOG science credits at the 3000 level or beyond in addition to the above • 1.5 GEOG science credits at the 2000 level or beyond in addition to the above • 0.5 MATH credit consisting of MATH 1051H **The joint-major Honours program.** 20.0 credits including the following 8.0 credits: • 2.5 GEOG credits consisting of GEOG 1030H, 1040H, 2080H, 2090H, and 3100H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 1.0 GEOG credit from GEOG 2180H, 2310H, 2320H, 2710H, or 2810H • 0.5 credit from the TSE Capstone Course List • 1.5 GEOG science credits at the 3000 level or beyond in addition to the above • 1.5 GEOG science credits at the 2000 level or beyond in addition to the above • 0.5 MATH credit consisting of MATH 1051H

	The single-major General program. 15.0 credits including the following 7.5 credits: • 2.5 GEOG credits consisting of GEOG 1030H, 1040H, 2080H, 2090H, and 3100H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 0.5 GEOG credit from GEOG 2180H, 2310H, 2320H, 2710H, or 2810H • 2.0 GEOG science credits at the 3000 level or beyond in addition to the above • 1.5 GEOG science credits at the 2000 level or beyond in addition to the above • 0.5 MATH credit consisting of MATH 1051H **The joint-major General program.** 15.0 credits including the following 6.0 credits: • 2.5 GEOG credit consisting of GEOG 1030H, 1040H, 2080H, 2090H, and 3100H • 0.5 credit from ERSC 1010H, 1020H, GEOG 1050H, or SAFS 1001H • 0.5 GEOG credit from GEOG 2180H, 2310H, 2320H, 2710H, or 2810H • 2.0 GEOG science credits at the 3000 level or beyond in addition to the above • 0.5 MATH credit consisting of MATH 1051H **The minor in Geography (Bachelor of Science)** consists of the following 5.0 credits: • 1.0 GEOG credits consisting of GEOG 1030H and 1040H • 2.0 GEOG science credits at the 3000 level or beyond • 2.0 GEOG science credits at the 2000 level or beyond in addition to the above
BA Sustainable Agriculture & Food Systems	**The single-major Honours program.** 20.0 credits including the following 13.0 credits: • 4.5 SAFS credits consisting of SAFS 1001H, 1020H, 2350H, 2500H, 3302H, 3341H, 3370H, 3602H, and 4100H • 0.5 credit from the TSE Capstone Course List • 2.0 SAFS credits at the 3000 level or beyond in addition to the above • 2.0 SAFS credits in addition to the above • 0.5 ERSC credit consisting of ERSC 1010H • 1.0 GDST credit consisting of GDST 1001H and 1002H • 1.0 GEOG credit consisting of GEOG 1030H and 1040H • 1.5 ERSC/T credits from ERSC 2240H, ERST 2100H, 2510H, 2520H, or 2525H **The joint-major Honours program.** 20.0 credits including the following 7.5 credits: • 2.0 SAFS credits consisting of SAFS 1001H, 1020H, 2350H, and 2500H • 0.5 credit from the TSE Capstone Course List • 2.0 SAFS credits at the 3000 level or beyond in addition to the above • 1.5 SAFS credits in addition to the above • 0.5 ERSC credit consisting of ERSC 1010H • 1.0 GDST credit consisting of GDST 1001H and 1002H
BSc Sustainable Agriculture & Food Systems	**The single-major Honours program.** 20.0 credits including the following 12.5 credits: • 2.0 SAFS credits consisting of SAFS 1001H, 1020H, 2350H, and 2500H • 0.5 SAFS credit from SAFS 3002H or 3530H • 0.5 SAFS credit from SAFS 3560H or 3650H • 0.5 credit from the TSE Capstone Course List • 2.0 SAFS credits at the 3000 level or beyond in addition to the above • 1.5 SAFS credits in addition to the above • 1.0 BIOL credit consisting of BIOL 1020H and 2260H • 1.5 ERSC credits consisting of ERSC 1010H, 2220H, and 2240H • 1.5 GEOG credits consisting of GEOG 1030H, 1040H, and 2530H • 1.0 ERSC credit from ERSC 4520H, 4530H, or 4640H

USC Report to Senate 2026-03-17

23

	• 0.5 GEOG credit from GEOG 2080H or 2090H **The joint-major Honours program.** 20.0 credits including the following 7.5 credits: • 1.5 SAFS credits consisting of SAFS 1001H, 1020H, and 2350H • 0.5 SAFS credit from SAFS 3002H or 3530H • 0.5 credit from the TSE Capstone Course List • 2.0 SAFS credits at the 3000 level or beyond in addition to the above • 0.5 SAFS credit in addition to the above • 1.0 BIOL credit consisting of BIOL 1020H and 2260H • 1.5 ERSC credits consisting of ERSC 1010H, 2220H, and 2240H
Environmental & Resource Science/Studies / Geography – Specialization in Climate Change	4.0 credits: • 0.5 ERSC-CLIM-GEOG credit consisting of ERSC-CLIM-GEOG 1050H • 3.0 ERSC/T or GEOG credits from ERSC-GEOG 2180H, ERSC 2300H, ERSC-GEOG 2401H, 2320H, ERST 3501H, 3502H, 3590H, ERST-GEOG 4140H, GEOG 2460H, 3440H, or 3470H • 0.5 ERSC/T credit from ERSC 3810H, 2100H, 3551H, 4330H, or ERST 4610H
Option in Climate Communication	4.0 credits: • 0.5 COMM credit consisting of COMM 1000H • 1.0 ERST-COMM credit consisting of ERST-COMM 3501H and 3502H • 1.0 ERSC credit from ERSC 1010H, 1020H, or 1050H • 1.5 COMM credits from COMM 2001H, 2002H, 3002H, 3003H, or 4001H
Honours Co-op	• Ecological Restoration (BSc) • Environmental & Resource Science (BSc) • Environmental & Resource Studies (BA) • Environmental Chemistry (BSc) • Environmental Geoscience (BSc) • Environmental Science/Studies (BESS) • Geography (BA/BSc) • Sustainable Agriculture & Food Systems (BA/BSc) *Below is the Calendar copy using Environmental & Resource Science as the example. This will be repeated for each of the above TSE degree programs, with the corresponding appropriate title reflecting that degree.* • Co-op students must satisfy the requirements for the single-major Honours [Environmental & Resource Science] program and the Co-op requirements listed below. • The [Environmental & Resource Science] Co-op is a competitive direct-entry program with a limited number of student places. Students who are not admitted directly may apply for admission after commencing studies at Trent and may be admitted on a competitive basis provided there are available spaces in the program.

- To remain in the co-op program, students must complete the required work term preparation course (COOP 2000H) with a minimum 70% progression requirement, and maintain a 75% cumulative average throughout their study terms. In addition, students must continue to receive satisfactory evaluations during each of their three work terms. Students who do not achieve a minimum 70% in COOP 2000H will be withdrawn from the co-op program but may continue their studies in [Environmental & Resource Science] or transfer to a major in a different subject. Once withdrawn, students are not eligible to re-enter the co-op program.
- Students in the [Environmental & Resource Science] Co-op complete one 12-month work term (COOP 2100P, 3100P and 4100P) with a single employer. The prerequisite for the first work term (COOP 2100P) for students in this program is completion of COOP 2000H with a minimum grade of 70% and completion of at least 10.0 academic credits. The schedule for the single-major Honours program is listed below. Students who choose to explore any additions (minor, specialization, or option) to a single-major Honours may require additional time to complete their degrees, as all courses are not offered in every term. It is expected that students follow the set work term schedule. Students are encouraged to work with an academic advisor for support with degree mapping.

Year	Fall	Winter	Summer
Year 1	Study Term 1	Study Term 2	–
Year 2	Study Term 3	Study Term 4	COOP 2000H
Year 3	Study Term 5	Study Term 6	Work Term 1
Year 4	Work Term 2	Work Term 3	–
Year 5	Study Term 7	Study Term 8	–

- Students on a work term must complete learning objectives, a midterm evaluation, a final evaluation, and a final work term report. Co-op employers will also complete a midterm evaluation and final evaluation of the student's work term. Upon receiving the completed documentation and upon a satisfactory employer assessment, a Pass (P) or Fail (F) will be assigned for COOP 2100P, 3100P, and 4100P.
- CareerSpace and the Trent School of the Environment make every effort to find suitable work terms for students enrolled in the co-op program, but a work term opportunity cannot be guaranteed for every student. The work term process is competitive and dependent upon many factors including market conditions, the preparedness of a student including their job applications and performance in job interviews, and the academic performance of a student. Co-op students secure positions through successful participation in the co-op interview process and/or their own job search activities. Withdrawal from the co-op program will not normally be approved while a student is on a work term. Students are not permitted to take an academic course during a scheduled work term.

	• Students who are unable to obtain a suitable co-op opportunity in an upcoming work term are expected to continue with their academic program on a full-time basis. A single missed work term can be made up, but in the event that a co-op student cannot secure their work term for a second time, they will be withdrawn from the co-op program. If a student is unable to complete three work terms yet otherwise fulfills all degree requirements, the student will be awarded an Honours Bachelor of Science in [Environmental & Resource Science].
Business Administration – Specialization in Marketing & Consumer Culture	5.5 credits: • 2.5 ADMN credits consisting of ADMN 2080H, 2100H, 3150H, 3170H, and 4160H • 0.5 ADMN credit from ADMN 3185H or 3460H • 2.5 ADMN credits in addition to the above from ADMN 2410H, 3185H, 3460H, 3550H, 3560H, 3610H, 3750H, or 4870H
Business Administration – Specialization in Logistics & Supply Chain Management	4.5 credits: 2.0 LSCM credits consisting of LSCM 2002H, 2003H, 2005H, and 3000H • 0.5 LSCM or ADMN credit from LSCM 1001H or ADMN 3550H • 0.5 COIS credit consisting of COIS 1010H • 1.5 credits from ADMN 3170H, ADMN 4870H, COIS-ADMN 3750H, COIS-ADMN 3850H, LSCM 3100H, LSCM 3400H, or LSCM 3500H
Option in Marketing	4.0 credits: • 3.0 ADMN credits consisting of ADMN 1000H, 2080H, 2100H, 3150H, 3170H, and ADMN-COIS 3750H • 1.0 ADMN credit from ADMN 1221H, 2010H, 2220H, 2410H, 3185H, 3460H, or 4160H
BA Honours in Human Rights & Global Justice	**The single-major Honours program.** 20.0 credits including the following 10.0 credits: • 2.5 HURI credits consisting of HURI 1001H, 1002H, 2005H, 3121H, and 4001H • 0.5 HURI credit from HURI 2001H or 2251H • 0.5 credit from GDST 3800D/3802D, GDST 3830H, GDST 3850H, GESO 3122H/4122H, HURI-GDST 4220Y/4221Y, or POST 4850H • 2.0 credits from A/B at the 3000 level in addition to the above, at least 1.0 of which must be from Category A and no more than 1.0 credit from Category B • 2.0 credits from A/B at the 4000 level in addition to the above, at least 1.0 credit of which must be from Category A and no more than 1.0 credit from Category B • 2.5 credits from A/B in addition to the above, at least 1.5 of which must be from Category A and no more than 1.0 credit from Category B **The joint-major Honours program.** 20.0 credits including the following 7.5 credits: • 2.5 HURI credits consisting of HURI 1001H, 1002H, 2005H, 3121H, and 4001H • 0.5 HURI credit from HURI 2001H or 2251H • 0.5 credit from GDST 3800D/3802D, GDST 3830H, GDST 3850H, GDST 4220Y/4221Y, GESO 3122H/4122H, or POST 4850H • 1.5 credits from A/B at the 3000 level in addition to the above, at least 1.0 credit of which must be from Category A and no more than 0.5 credit from Category B • 1.0 credit from A/B at the 4000 level in addition to the above, at least 0.5 credit of which must be from Category A

- 1.5 credits from A/B in addition to the above, at least 1.0 of which must be from Category A and no more than 0.5 credit from Category B

Category A – Foundational Courses

GDST-ERST 4150Y

GESO-CAST-POST-SOCI 3962H

HIST 3320H

HURI-GDST 2001H

HURI 2006H

HURI-GDST-GESO 2251H

HURI-GDST-CRIM-POST-SOCI 3115H

HURI-GDST-SOCI 3150H

HURI-GDST-GESO-POST-SOCI 3881H

HURI 4010Y/4020D

HURI-GDST-POST 4260H

HURI-GDST-ANTH-SOCI 4750H

INDG-FRSC 3402H

PHIL-POST 2150H

PHIL-POST 3140H

POST-CAST-CRIM 3092H

SOCI-GDST-GESO 4630H

Category B – Approaches and Specialized Courses

CAST-GEOG-POST 4621H

CHYS 3010H

GDST-POST 3282H

GDST-ANTH-ERST-SAFS 3800D/3802D

GDST 3830H

GDST 3850H

GDST-GEOG-HURI 4130H

GDST-POST-SOCI 4230H

GDST-HURI 4800Y/4801H/4802H

GESO 3122H/4122H

GESO 3151H

GESO-CAST-CRIM-SOCI 3966H

HURI-GDST 4220Y/4221Y

HURI-GDST-ANTH-SOCI 4512H

INDG-HIST 2307H

INDG-FRSC 3401H

INDG 4180H

PHIL 3110H

PHIL-POST 3180H

POST 3420H

POST-CAST-CRIM-SOCI 3422H

POST 3605H

POST 3850H

POST-CAST-GDST-SOCI 4252H

POST-GDST 4272H

	POST 4850H SOCI-POST 3822H
BSc Honours in Health	**The single-major Honours program.** 20.0 credits including the following 10.5 credits: • 3.0 HEAL credits consisting of HEAL 1005H, 2005H, 3001H, 3755H, 4003H, and 4700H • 2.0 BIOL credits consisting of BIOL 1500H, 1501H, 3640H, and 3660H • 3.0 PSYC credits consisting of PSYC 1020H, 1030H, 2018H, 2019H, 2200H, and 3750H • 0.5 PSYC credit at the 2000 level in addition to the above • 2.0 SOCI credits consisting of SOCI 1001H, 2015H, 2630H, and 3631H PSYC 2018H and 2019H fulfil the requirement for 1.0 credit in Mathematics for the BSc in Health.
Bachelor of Science in Nursing (BScN)	20.0 credits, with at least 12.0 credits in Nursing **Collaborative Program** Year 1 • 2.5 NURS credits consisting of NURS 1002H, 1010H, 1020H, 1100H, and 1550H • 1.0 BIOL credit consisting of BIOL 1500H and 1501H • 0.5 PSYC credit from PSYC 1020H or 1030H • 1.0 credit elective at the 1000 level or beyond Year 2 • 3.0 NURS credits consisting of NURS 2000H, 2001H, 2003H, 2021H, 2031H, and 2550H • 0.5 NURS credit from NURS 2020H or 2022H • 0.5 PSYC credit from PSYC 1020H or 1030H • 1.0 credit elective at the 1000 level or beyond Year 3 • 3.5 NURS credits consisting of NURS 3000H, 3001H, 3004H, 3020H, 3021H, 3031H, and 3550H • 0.5 credit from the Forced Choice Elective Group: NURS 3560H, PHIL 2390H, PSYC 3560H, PSYC 3750H, or SOCI-GESO 2430H • 1.0 credit elective at the 2000 level or beyond Year 4 • 3.0 NURS credits consisting of NURS 4020C and 4021C • 1.0 NURS credit from the Advanced Topics Group: NURS 4005H (with permission), 4009H (with permission), 4011H/4012H, 4100H, 4102H, 4103H, 4104H, 4105H, 4106H, 4108H, 4201H, 4203H, 4204H, 4205H, 4207H, 4208H, or 4740Y • 1.0 credit elective at the 3000 level or beyond **Compressed Program** Year 1 (including Summer session) • 5.0 NURS credits consisting of NURS 1002H, 1010H, 1020H, 1100H, 1550H, 2001H, 2003H, 2021H, 2031H, and 2550H • 1.0 BIOL credit consisting of BIOL 1500H and 1501H • 0.5 credit elective at the 3000 level or beyond Year 2 (including Summer session) • 5.5 NURS credits consisting of NURS 2000H, 3000H, 3001H, 3004H, 3020H, 3021H, 3031H, 3550H, and 4020C

- 0.5 NURS credit from NURS 2020H or 2022H
- 0.5 credit from the Forced Choice Elective Group: NURS 3560H, PHIL 2390H, PSYC 3560H, PSYC 3750H, or SOCI-GESO 2430H
- 0.5 NURS credit from the Advanced Topics Group: NURS 4005H (with permission), 4009H (with permission), 4011H/4012H, 4100H, 4102H, 4103H, 4104H, 4105H, 4106H, 4108H, 4201H, 4203H, 4204H, 4205H, 4207H, 4208H, or 4740Y
- 0.5 credit elective at the 3000 level or beyond

Year 3 (Fall term)
- 1.5 NURS credits consisting of NURS 4021C
- 0.5 NURS credit from the Advanced Topics Group: NURS 4005H (with permission), 4009H (with permission), 4011H/4012H, 4100H, 4102H, 4103H, 4104H, 4105H, 4106H, 4108H, 4201H, 4203H, 4204H, 4205H, 4207H, 4208H, or 4740Y

Post-Bridge PN to BScN Pathway

Students will normally have received transfer credit for BIOL 1500H, 1501H, NURS 1002H, 1010H, 1020H, 1100H, 1550H, 2001H, 2021H, 2550H, 3021H, PSYC 1020H, 1030H, 2.0 elective credits at 1000 level, and 0.5 credit elective at 2000 level.

Year 1 (including Summer session)
- 5.0 NURS credits consisting of NURS 2000H, 2003H, 2031H, 3000H, 3001H, 3004H, 3005H, 3020H, 3031H, and 3550H
- 0.5 NURS credit from NURS 2020H or 2022H
- 0.5 credit from the Forced Choice Elective Group: NURS 3560H, PHIL 2390H, PSYC 3560H, PSYC 3750H, or SOCI-GESO 2430H
- 0.5 credit elective at the 2000 level or beyond

Year 2
- 3.0 NURS credits consisting of NURS 4020C and 4021C
- 1.0 NURS credit from the Advanced Topics Group: NURS 4005H (with permission), 4009H (with permission), 4011H/4012H, 4100H, 4102H, 4103H, 4104H, 4105H, 4106H, 4108H, 4201H, 4203H, 4204H, 4205H, 4207H, 4208H, or 4740Y
- 0.5 credit elective at the 3000 level or beyond

Meeting Dates for Senate Executive and Senate
2026-27

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. 7. Classes begin Thursday, Sept. 10

SENATE EXECUTIVE 2026		SENATE 2026
September 15	Senate Orientation will take place following the first Senate meeting of the year.	September 22
October 20	Ontario Universities Fair (OUF) Sept. 25-26 Reading Week Oct. 26 - 30	November 3
November 24	Classes end December 9 Exams begin December 10 (Peterborough and Durham GTA)	December 1
2027		**2027**
January 19	Classes resume Wednesday, January 6	January 26
February 23	Reading Break Feb. 15-19	March 2
March 30	Classes end Tuesday, April 6	April 6
May 4	Exams begin Monday, April 9 (Peterborough and Durham GTA)	May 11

Reflection Questions: Indigenous Education Strategy

Audience: Trent University – Senate and Faculty Board
Date: March 2026
Purpose: For review and consideration ahead of the upcoming Indigenous Education Strategy discussion session
From: Kylie Fox-Peltier, Indigenize.ca, Jonathan Bennett and Rachel Carrigan, ClearlyThen Inc.

Context

Over the past several months, we (Kylie, Jonathan and Rachel) have facilitated more than 50 engagement sessions with over 400 students, staff, and faculty groups. These conversations are beginning to generate clarity around the current state, lived experience, aspirations, and priority areas for the next 10-year Indigenous Education Strategy.

What has surfaced less directly, and sits most appropriately at senior leadership levels, are the structural questions about the future: where decision-making authority resides, how priorities move through planning systems, how oversight and governance bodies engage, and how accountability is sustained over time.

Looking ahead, a 10-year strategy that aspires to real impact may require thoughtful structural realignment: opening space for shifts in authority, resource allocation, leadership attention, and decision-making processes, so that the commitments to Indigenous education emerging from this work can be meaningfully embedded across the University.

Given this, the following advance questions are offered as an invitation to reflect on the institutional processes and education systems that will shape and support this strategy. They are intended to create space to consider what may be possible over the next decade, including how existing processes and systems might evolve, and how Indigenous perspectives and approaches might more fully inform planning, budgeting, governance, and leadership, all so that the commitments emerging from this significant community engagement can be advanced.

Questions for Senate and Faculty Board Consideration

1. Academic Authority & Governance
- Where does Indigenous academic authority currently sit within Trent's academic governance structures, particularly in relation to curriculum, program development, and academic standards?
- Are there areas where greater clarity or strengthening of Senate and Faculty Board roles could better support the long-term success of this strategy?

2. Curriculum Authority & Academic Practice

- How are Indigenous knowledges currently being incorporated into curriculum across disciplines, and where does Senate see its role in guiding or enabling this work?
- What principles or expectations might help ensure that the integration of Indigenous knowledges is rights-based, rigorous, respectful, and appropriate within Trent's academic standards?

3. Influence in Planning

- At what stages of academic planning and program development do Indigenous scholars, knowledge holders, and communities currently have meaningful influence?
- Where might earlier and more consistent engagement strengthen both program design and relationships over time?

4. Governance Pathways

- How do Indigenous academic priorities currently move through Faculty Board, Senate committees, and Senate itself?
- Where might these governance pathways be strengthened to support clarity, transparency, and continuity over a ten-year strategy horizon?

5. Academic Accountability & Monitoring

- What would meaningful academic accountability for Indigenous education look like within the Senate's oversight of programs and academic quality?
- How might progress be monitored and revisited through existing Senate reporting or review processes?

6. Institutional Capacity

- As interest grows in embedding Indigenous knowledges across many disciplines, what academic capacity currently exists across the university to support this work?
- What forms of faculty development, scholarly collaboration, or institutional support might be needed to ensure this work can grow thoughtfully and sustainably?

7. Long-Term Academic Stewardship

- Looking ten years ahead, what would distinguish Trent as a national or global leader in Indigenous education and scholarship?
- What would be clearly different in Trent's academic programs, research strengths, and student learning experience if this strategy is successful?

Academic Colleagues

October 22-23, 2025

Meeting Notes

Land Acknowledgement

The Land Acknowledgment was provided by Abdel Omri, Laurentian.

A Conversation on Civil Discourse and Academic Freedom with Dr. Randy Boyagoda

Dr. Randy Boyagoda, a Professor of English and the Provostial Advisor on Civil Discourse at the University of Toronto, shared remarks on the state and stakes of civil discourse for higher education based on insights and efforts associated with the ongoing activities of the University of Toronto Working Group on Civil Discourse. Highlights of Dr. Boyagoda's remarks were as follows:

- While the Working Group did not come to a consensus on the definition of civil discourse, it can broadly be thought of as "thinking out loud together" to increase understanding or perspectives of issues, and serve the public good.

- It is critical for Ontario universities to maintain space for civil discourse.

- Recent global events revealed longstanding challenges of sustaining productive discourse and disagreement on campus, as well as in other institutions. This context has surfaced the opportunity to articulate a distinctly Canadian model for productive disagreement and dialogue.

- The University of Toronto's Working Group on Civil Discourse was asked to establish the state and stakes of civil discourse for universities. The Working Group membership included a broad range of faculty and students from across the university.

- Items that create impediments to civil discourse can be grouped into the following themes:

  o Existence of a low-trust environment;

  o Perceptions of who holds power;

  o Technological advances and the complexities they present (e.g. social media);

  o A range of views on institutional neutrality; and

  o The importance of context and environment in identifying appropriate solutions.

- The recommendations of the working group were focused on building capacity inside and outside of the classroom. The recommendations were unanimously accepted by

University administration, and implementation will initially focus on supporting faculty to manage difficult conversations in classrooms, with graduate teams, etc.

- As part of his role as Working Group Chair, Dr. Boyagoda is holding speaking engagements at other universities to share lessons learned.

An engaged discussion ensued following the presentation in which Colleagues shared comments on institutional initiatives on community healing and freedom of expression, institutional neutrality policies, and ideas for teaching students how to practice civil discourse.

Colleagues Meeting, October 23, 2025, 9:00 am to 12:00 noon

Preparing for the Members Meeting

Drawing on the presentation and discussion during the dinner meeting, Colleagues planned their presentation to the Members, grouping the topic into the following themes and speakers:

- Introductory remarks, Jenn McArthur, TMU

- Recommendations for universities, Rita Kandel, Toronto

- Skills needed to promote civil discourse, Michelle Searle, Queen's

- Cultivating these skills and building capacity for teaching them, Alison Flynn, Ottawa

- Challenging questions for senior administrators to consider, Jenn McArthur, TMU

Information Sharing

Colleagues shared updates on key priorities and activities at their respective institutions.

Topics for future meetings

The topics suggested for future Academic Colleagues meetings have been consolidated in a shared document on the COU Member Portal that Colleagues can refer and add to in between meetings.

Upcoming meetings

- **Academic Colleagues:** Tuesday, December 9, 6:00 to 8:30 pm, and Wednesday, December 10, 9:00 am to 12:00 noon (hybrid)

Academic Colleagues

December 9-10, 2025

Meeting Notes

Land Acknowledgement

The Land Acknowledgment was provided by Sophie Roland, Western.

Artificial Intelligence in Teaching and Research with Dr. William Turkel, Western

To set the stage for the AI Task Force Consultation, Dr. William Turkel, Professor of History, Western University, delivered a presentation on AI in Teaching and Research, specifically his use of AI in his courses on 21st century history. Highlights of Dr. Turkel's remarks included:

- AI represents a methodological apparatus for teaching.

- Given the rapid pace of AI, improvisation is more important than planning for instructors, and skills acquisition is more important than fixed tools acquisition for students.

- Students should be assessed on syntheses of information, as opposed to recall.

- AI is transforming the workforce, and while entry-level roles may evolve more quickly, this creates an opportunity for universities to empower students with advanced skills and experiences that position them for mid-career-level responsibilities.

- AI is anticipated to result in shifts in the training of PhD students, with strategic thinking becoming more central to the curriculum than comprehensive exam readings.

- While there are valid political and ethical considerations around the corporations developing large language models, AI has become an integral part of today's world. Rather than avoiding it entirely, the focus should be on using it responsibly and thoughtfully to unlock its benefits while addressing concerns.

COU Artificial Intelligence Task Force Consultation

The Chair of COU's Artificial Intelligence Task Force, Dr. Vivek Goel, President and Vice-Chancellor, Waterloo, joined the meeting to conduct a consultation with Academic Colleagues. Consultations were held with a number of COU advisory committees over the course of the fall. The Colleagues were invited to respond to a series of questions grouped within several themes. Highlights from the comments and observations around each theme are outlined below.

Opportunities and Risks of AI Adoption

- AI can be leveraged to promote the achievement of course and program learning outcomes and deeper learning among students.

- AI challenges traditional ways of thinking at universities. It provides an opportunity for universities to consider how they function as institutions that deliver comprehensive

learning and identify the core elements of disciplines that should be preserved in this new landscape.

- A major challenge is adapting institutional policies and pedagogy at the pace of AI innovations, resulting in gaps or lack of clarity in institutional policies, particularly those related to academic integrity and acceptable use of AI.

- Collective synergy and brainstorming may be lost to AI, resulting in a decline in interpersonal connections among university community members.

Student-Centred AI Integration

- Students should be required to disclose the use of AI in assignments, in the same way they would cite traditional sources.

- Faculty are leveraging AI to develop case studies, assignments that critique AI outputs, project management exercises, and scenario-based learning.

Institutional Readiness and Strategic Planning

- Colleagues suggested that institutions consider reassessing risk frameworks and foster a culture of innovation and experimentation among faculty to allow for the exploration of new teaching models.

- It was noted that access to AI software licenses varies by institution.

- AI literacy and policies on the acceptable use of AI should be priorities for universities.

Impact of AI on Higher Education

- AI enables learners to decide how they choose to engage with information, and universities will need to adapt to this reality.

- AI is changing PhD training, shifting from comprehensive exams to proposal-based programs. There is a need to rethink the PhD structure and outcomes in a manner that ensures continued rigour.

Colleagues Meeting, December 10, 2025, 9:00 am to 12:00 noon

Information Sharing

Colleagues shared updates on key priorities and activities at their respective institutions.

COU Update

COU President Steve Orsini delivered an update on priority issues and activities for COU, including:

- The ongoing financial pressures faced by universities, which have been exacerbated by the federal government's additional reduction to international student allocations.

- COU's continued advocacy for long-term, predictable funding for universities by way of ongoing engagement with key provincial government officials, including a Lobby Day at Queen's Park on November 4 which featured a meeting of a number of Executive Heads and Minister Nolan Quinn.

- COU's activities on AI, which are focused on exploring ways universities can transform the economy and prepare students for the new realities.

In the ensuing discussion, the following items were raised.

- COU's continued messaging about the important role universities in addressing Canada's productivity challenges, underlined by a [recent report on science, technology and innovation by the Canadian Council of Academies](#) which cited the higher education sector as "a rare bright spot, producing some of the world's top talent and research."

- Academic Colleagues' enthusiasm to support the work of COU, with COU to continue engaging Colleagues on major topics, like AI and the future of higher education, and to provide key messages as a reference.

Topics for future meetings

The following topics will be added to the shared document on the COU Member Portal that Colleagues can refer and add to in between meetings.

- AI and transparency

- The changing nature of learning in the university.

- The future of higher education, to be informed by an outline of a forthcoming COU paper on the topic.

Upcoming meetings

- **Academic Colleagues:** Tuesday, February 10, 6:00 to 8:30 pm, and Wednesday, February 11, 9:00 am to 12:00 noon (hybrid)
  - Robyn Ruttenberg-Rozen will deliver the land acknowledgement.

Academic Colleagues

February 10-11, 2026

Meeting Notes

Land Acknowledgement

The Land Acknowledgment was provided by Robyn Ruttenberg-Rozen, Ontario Tech.

Outline of COU Paper on the Future of Postsecondary Education

COU President and CEO Steve Orsini joined the meeting to deliver an advocacy update and discuss and seek input on the outline of COU's draft paper on the Future of Postsecondary Education. Highlights of the presentation were as follows:

- The COU President's presentation to the Standing Committee on Finance and Economic Affairs in January was positively received and elicited substantial earned media coverage.

- COU is working to develop a university-driven vision for the future in the context of various discussions and work underway on this topic by external organizations like the Business + Higher Education Roundtable (BHER) and Higher Education Strategy Associates (HESA).

- An outline of a paper was developed in collaboration with the Ontario Council of Academic Vice-Presidents (OCAV). The purpose of the paper, when finalized, will be to help guide internal discussions on what the future of higher education could look like and to support member participation in national dialogues.

- The paper will address the need for Ontario's postsecondary sector to evolve amid varying global pressures including AI and emerging technologies, globalization and geopolitics, economic transformation, social change and civic renewal, and climate change

- It will also highlight that universities drive talent, research and economic prosperity, and make major contributions to civil society.

- Key priorities include modernizing learning (e.g. redefining lifelong learning, AI-enabled teaching and assessment, future-ready skills), expanding work-integrated learning, strengthening research and industry partnerships, improving student supports, and innovating sustainability.

- The paper will also highlight that the financial sustainability of universities is a precursor to transformation, and that fostering Canada's competitiveness requires engagement from universities, different levels of government, and industry and community partners.

Following the presentation, Colleagues participated in an engaged discussion, with comments shared about the theme of sustainability in the outline, the role of AI and its impact on the future

of the sector, and the critical value of universities as sites of research and meeting places for community and shared purposes.

Colleagues Meeting, February 11, 2026, 9:00 am to 12:00 noon

Information Sharing

Colleagues shared updates on key priorities and activities at their respective institutions.

Topics for future meetings

The following topics will be added to the shared document on the COU Member Portal that Colleagues can refer and add to in between meetings:

- Accommodations and inclusionary practices for teaching,

- Future and pedagogical standards of online learning, and

- Practices around external reviews in universities.

Quality Assurance Update

Chris Evans, Executive Director, and Cindy Robinson, Director of Operations, Quality Assurance Secretariat, delivered a presentation which covered the role and importance of quality assurance at Ontario's universities and the key elements of the Quality Assurance Framework (QAF). In the discussion that followed, Colleagues shared comments on the timelines for new program approvals and the administrative workload associated with QAF requirements.

Upcoming meetings

- Academic Colleagues: Tuesday, April 14, 6:00 to 8:30 pm, and Wednesday, April 15, 9:00 am to 12:00 noon (hybrid)
  - Land acknowledgement: Sue McCracken, McMaster
- Members: Thursday, April 16, 12:30 to 2:30 pm (virtual)

ONTARIO UNIVERSITIES COUNCIL ON
QUALITY ASSURANCE

February 11, 2026

Quality Assurance for Ontario's Publicly Assisted Universities

Presentation to COU's Academic Colleagues

Christopher Evans
Executive Director, QA

Cindy Robinson
Director Operations, QA

1

Purpose of Today's Session

- To provide context to Quality Assurance (QA) in the Ontario university sector

- And:

  1. Summarize **role and importance of QA** at Ontario universities and particularly the process of Cyclical Program Review

  2. Review **responsibilities for oversight** by key stakeholders

  3. Raise **awareness of possible outcomes** if points 1 and / or 2 are not done well

ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

1

What is Quality Assurance?

- Set of approved process steps

- QA processes include:
  - New program development (including expedited approvals)
  - Ongoing quality assurance through periodic review of existing programs (and major modifications)

- That is, QA is a set of processes for universities to be able to demonstrate that a new program is of high quality and that its quality is sustained over time

- In Ontario, the quality of new and existing programs is assessed against a standard set of evaluation criteria

2

ONTARIO UNIVERSITIES
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Why do we do Quality Assurance?

- Quality Assurance:

  ➢ Adopted around the world / widely recognized as a vital component of every reputable educational system

  ➢ Contributes significantly to an education system that is open, accountable, and transparent

  ➢ Is a means to explain the meaning of our programs, their value and their values to anyone that is interested – our colleagues, students, employers, the public, and government

  ➢ Best interest of students core of QA activities (QAF Principle 1)

3

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Quality Assurance in Ontario

- Our QA system was **designed by the universities for the universities**

- The system is intentionally self-regulating (vs. run by or for the government)

- Ontario's overarching policy framework to structure QA processes: the Quality Assurance Framework (QAF)

- The QAF has been adopted by all Ontario universities as the guiding document for their QA processes

- Universities have agreed they will meet – at a minimum – the requirements of the QAF and ensure they have processes in place to be able to demonstrate that they do so

- The QAF requires that each university has Institutional Quality Assurance Processes (IQAP)

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Quality Assurance in Ontario - Continued

- The Cyclical Program Review (CPR) process for existing programs is an important way in which all universities demonstrate they are meeting the QAF requirements for all programs in a sustainable way

- Hence CPR is an important part of the accountability mentioned a moment ago

- Peer-review system – external review by arm's length, disciplinary experts for both new program proposals and CPRs

- Includes a periodic process-focused audit (vs. quality control audit)

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Who is Responsible for Quality Assurance?

- International standards suggest:

  - The primary responsibility lies with the universities themselves

    - The first level of responsibility is with the academic units

    - The second level is at the level of the institution

  - The third level of QA is an external oversight body – in Ontario this is the Ontario Universities Council on Quality Assurance, or "Quality Council" (QC)

  - It is important to note that the QC operates at arm's length from both the universities and from government

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The Ontario QA System Organization Chart

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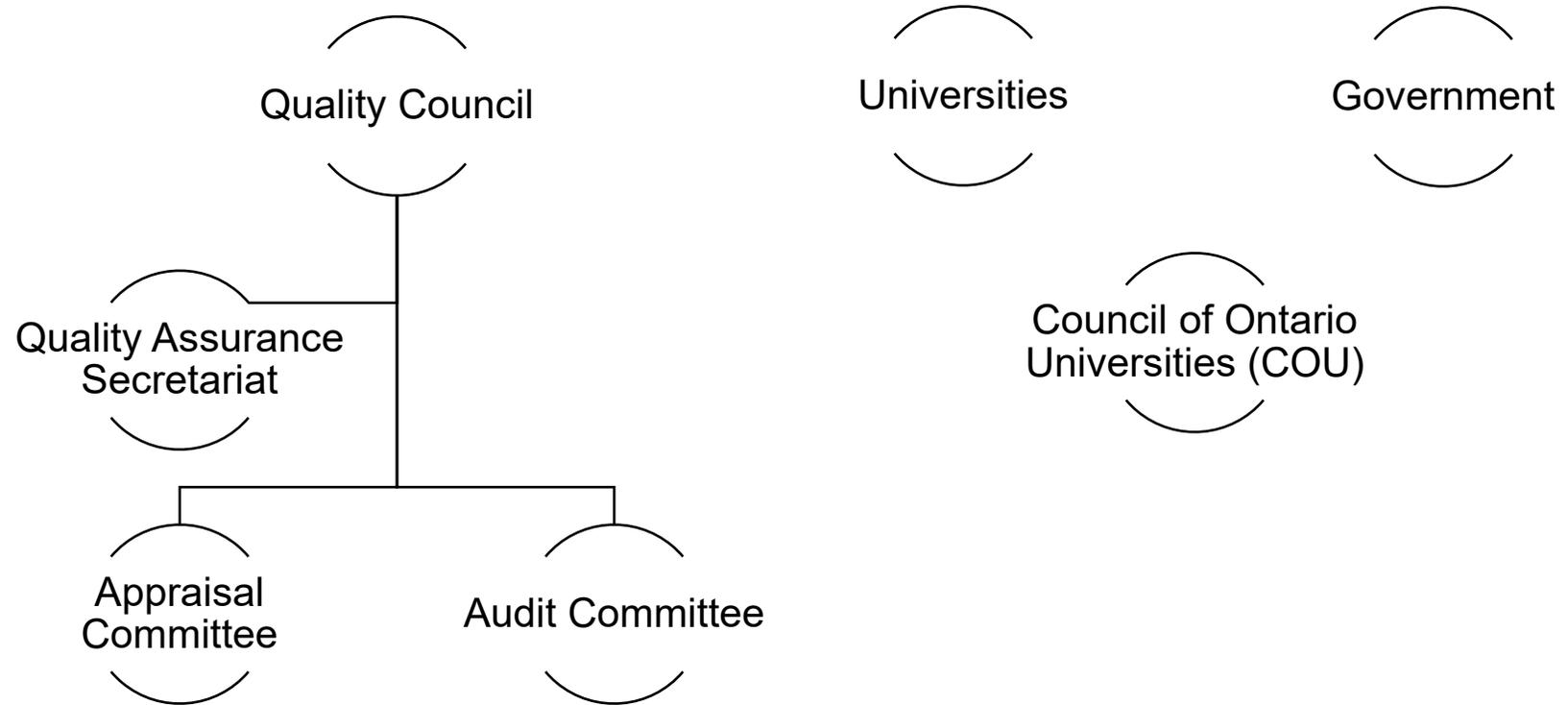
Oversight by an Independent Body

- Principle 2:
  - While primary responsibility for quality assurance in all undergraduate and graduate programs offered by Ontario Universities rests with the institutions themselves, *the universities have vested in the Quality Council final authority for decisions concerning all aspects of quality assurance*.

- Principle 3:
  - *The Quality Council operates at arm's length from both the institutions and the government to ensure its independence of action and decision*.

- Principle 4:
  - With this responsibility to grant and withhold approval comes the Quality Council's *recourse to substantial sanctions and remediation* for use when necessary and as a last resort.

8

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Quality Council

- First created in 2010
- Two committees of Quality Council:

  - **Appraisal Committee**: reviews all new program proposals, expedited approval proposals (no external review), reports on new programs and occasionally, proposals for major modifications to existing programs; and

  - **Audit Committee**: conducts quality assurance audits, reviews audit reports and institutional follow-up reports resulting from audits of each university on an eight year cycle

9

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Ontario Universities Council on Quality Assurance

- Nine voting members, including Chair

- All currently active in their home institutions, with exception of Chair and citizen member

- Members represent a range of institutional sizes, geographic regions and institutional mandates (e.g., comprehensive, with medical school, etc.)

- Members represent various constituencies - university faculty, Deans of Faculties / Graduate Studies, Provosts

- One out-of-province QA expert and one citizen member

- QC also includes three *ex officio* members

10

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The Quality Council, continued

- **Quality Council Receives:**
  - ➤ Recommendations from Appraisal and Audit Committees
    - ○ QC can request Committee to reconsider a recommendation
  - ➤ Reports on outcome of reviews of existing programs (Final Assessment Reports and Implementation Plans)
  - ➤ Annual Reports on Major Modifications to existing programs
  - ➤ QA-related requests from universities
  - ➤ Other QA-related business

11

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Quality Assurance Framework

- The [Framework](#) is the guiding document for all quality assurance activities for Ontario's 24 publicly assisted universities (including the Royal Military College, as well as Université de Hearst, Northern Ontario School of Medicine University, and Université de l'Ontario français)

- Includes:

  - New and continuing undergraduate degree and graduate degree and diploma programs

  - Accredited degree programs

  - Programs offered in partnership/affiliated with other universities/colleges at all locations (including international) and in all modes of delivery

  - Programs offered at full cost recovery fees

- Excludes:

  - Undergraduate certificate or diploma programs or micro-credentials, although the University must state how these are quality assured internally

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12

Quality Assurance Framework, continued

- First approved in April 2010

- Reviewed in 2018; revised version approved in 2021

- Each university must have a QC ratified Institutional Quality Assurance Processes (IQAP), which must minimally meet QAF standards

- Every IQAP includes protocols for:

  - New program approvals
  - Expedited approvals
  - Major modifications to existing programs
  - Cyclical review of existing programs
  - Audit Protocol

- All IQAPs were initially ratified by Quality Council in 2011

- IQAPs are revised periodically by universities and re-ratified by Quality Council

- All IQAPs were revised to align with revisions to 2021 QAF

13

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New Program Approval Process

University level
- Proposal developed
- External arm's length review
- Internal responses
- Institutional approval by University governance

Quality Council level
- Appraisal Committee review
- Quality Council approval

Follow-up
- Report to Appraisal Committee (when req'd)
- Institutional program monitoring
- Cyclical program review

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14

Expedited Approval Process

- New graduate diplomas (Types 2 and 3)
- Proposed major modifications to existing programs (optional submission)
- New fields for graduate programs (optional submission)
- Expedited as:
  - No external review required
  - AC makes final decision (reported to QC, for information)

15

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Major Modifications (Significant Change)

- Most major modifications handled by university, as per IQAP

- Universities submit annual report on all internally approved major modifications to the Quality Council

- QC reviews details of each report to ensure no modifications rise to level of a new program

- Major modifications optionally submitted to AC for Expedited Approval:
  - ➢ Overall completeness / quality of submission
    - o Additional information required?
  - ➢ Ensure proposed change = a major modification, not new program
  - ➢ AC normally makes final decision
    - o Modification is Approved or Not Approved

16

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Cyclical Program Reviews: Overview of the Process
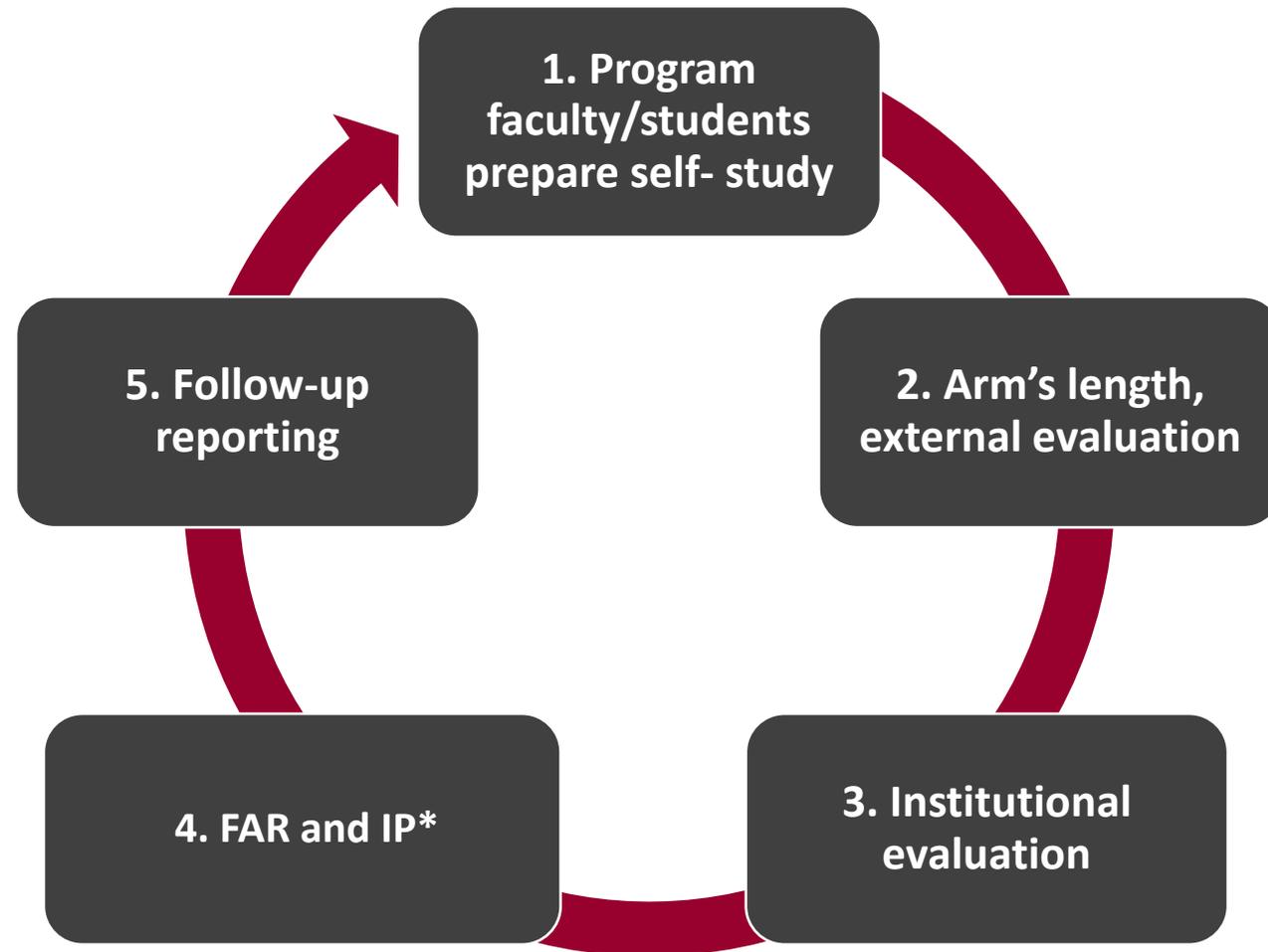
Five Principal Components

1. Program faculty/students prepare self- study

2. Arm's length, external evaluation

3. Institutional evaluation

4. FAR and IP*

5. Follow-up reporting

*All Final Assessment Reports and Implementation Plans are sent to the Quality Council and Executive Summaries must be posted on the institution's website

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17

Cyclical Program Reviews: Continuous Program Improvement

- Purpose:
  - To assess quality of University's existing programs
  - Identify ongoing improvements
  - Ensure continuing relevance of program to stakeholders

- Objectives:
  - Continuous improvement signals QA is never static
  - Ongoing/fluid work to meet evolving standards and measures of quality in the program
  - Ensure students' educational experience are engaging and rigorous

- Self-study and external reviewers' assessment provide:
  - Internal / external perspectives on institutional goals, program's objectives, program-level learning outcomes, and Degree Level Expectations

18

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Cyclical Program Reviews, continued

- **Final Assessment Reports and Implementation Plans:**
  - ➤ Identify the agreed upon action items and changes needed to maintain / improve the quality of the program
  - ➤ Primary responsibility for execution of the Implementation Plan should lie with the leadership of the program (at program or departmental level)
  - ➤ Specific actions and timelines with clear lines of responsibility critical to success of implementation of these plans
- **Accountability to internal and external stakeholders:**
  - ➤ Assures students programs routinely monitored and, if necessary, revised

Cyclical Program Reviews: Monitoring Process / Reports

- **Each IQAP outlines expectations for:**
  - ➤ Timely monitoring of actions identified in the IP
  - ➤ Requires posting of monitoring reports on university website
- **Some best practices:**
  - ➤ Regular (monthly / annual) informal check-ins re: IP status between Dean and program Chair / Director
  - ➤ IPs and monitoring reports provided to incoming Chair / Director

20

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Cyclical Audit: Purpose

- Assesses degree to which your internally-defined processes/procedures and practices align with / satisfy the internationally-defined QA requirements set out in the QAF
  - ➢ Opportunity for institutional self-reflection (via Institutional self-study)
  - ➢ External accountability to PSE stakeholders:
    - o Universities (individually and collectively, as a system)
    - o Students (and their parents)
    - o Government
    - o Employers
    - o Public

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Cyclical Audit Overview

- Areas for particular focus / in-depth consideration may be included, normally when:
  - Areas of good practice have been observed
  - Areas needing improvement have been identified
- Areas of particular focus identified through / by:
  - Previous audit
  - Quality Council
  - Appraisal Committee
  - The University

22

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Cyclical Audit Overview

Audit Launch
- Institutional briefing/orientation

→

Institutional Level Documentation
- Inform selection of QA activities for audit

→

Program Documentation and Institutional self-study
- ISS tool for self-reflection
- Record of QA practice

→

Desk Audit Report
- Measures practice against policy

↓

Follow-up
- As required (including possible Focused Audit)

←

Audit Report
- Describes institution's compliance with IQAP

←

Audit Site Visit
- Answers questions and identifies issues for Audit Report

23

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The Audit Outcomes

- Audit Report:

  - Focus: current policies / practices and University's approach to continuous improvement

  - Commentary on areas flagged for special consideration

  - Identifies commendations and good practices

  - Will include:

    - **Recommendations**: Mandatory; identified lack of compliance with UTQAP or misalignment between UTQAP and QAF

    - **Suggestions**: Not mandatory, used to identify areas for possible improvement to move towards best practice (based on auditors' experience)

  - May include:

    - **Cause(s) for Concern:** Identification of structural weaknesses in QA practices

  - Posted on Quality Council and University websites

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24

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QUESTIONS?