

Agenda

The 535th Meeting of the Trent University Senate
Tuesday, September 22, 2026, 2:00 p.m.
A.J.M. Smith Room

1. Welcome and Adoption of the Agenda

Chair

Closed Session

2. Academic Planning and Policy Committee Report
(for approval)

Senator Skinner

Exhibit 1

Open Session

3. Chair's Remarks and Announcements,
Reconciliation Reflection

Chair

Decanal Awards

Dr. O'Hagan

4. Minutes of the May 12, 2026, meeting of
Senate and Business Arising
(for approval) (pg. 2)

Chair

Exhibit 2

5. Academic Planning and Policy Committee Report
(for approval)

Senator Skinner

Exhibit 3

- Trent Launch Program (pg. 7)
- Accommodation for Students with
Disabilities Policy (pg. 15)

6. Undergraduate Studies Committee Report
(for approval)

Senator Chan-
Reynolds

Exhibit 4

- Major Modification (pg. 31)
- Minor Modifications (pg. 37)
- For Information (pg. 37)

7. Draft Senate Work Plan 2026-27
(for approval) (pg. 40)

Secretariat

Exhibit 5

8. Any Other Business

Chair

9. Adjournment

Chair

Information Items: Call for Nominations-Honorary Degrees (pg. 41)

The 534 Meeting of the Trent University Senate

Tuesday, May 12, 2026, at 2:00 p.m.
AJM Smith Room

Minutes

Present: Senators Mark Skinner (Chair), Suzanne Bailey, Liana Brown, Craig Brunetti, Shutao Cao, Michael Chan-Reynolds, Neil Emery, Jonathan Greene, Stephen Hill, Holger Hintelmann, Ihor Junyk, Heather Klyn-Hesselink, Lawrence Lam, Erick Laming, Hugo Lehmann, Byron Lew, Mowei Liu, Lewis MacLeod, Michele McIntosh, Jennifer Moore, Marina Morgenshtern, Heather Nicol, Naomi Nichols, Kathryn Norlock, David Patton, Karleen Pendleton Jiménez, Steven Rafferty, Catalina Sagarra, Mickayla Simpson, Aaron Slepko, Emily Tufts, Sarah West, Robert Wright and Susan Wurtele. Official Visitors Heather Crowley, Moira Howes, Chioma Ifeanyichukwu, Connor Koch, and Brandon Rimmelgas. University Secretary Brenda Blackburn, Associate University Secretary (Senate) Tara Harrington and Governance Officer Richelle Hall.

Regrets: Senators Cathy Bruce, Paul Manning, Fergal O'Hagan, Van Nguyen-Marshall, Vincent Sun and Mrunmayee Vichare. Official Visitors and junior student member: Laszlo Ban, Alma Barranco-Mendoza, Connor Koch and Brennan Cornell.

Welcome and adoption of the Agenda

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

Open Session

Chair's Remarks and Announcements. The Chair announced that Glenn Craney had been appointed Vice-president and Head of Trent University Durham Greater Toronto Area and that Dr. Kathryn Norlock's term as interim Dean of Humanities and Social Sciences has been extended by one-year.

Nolan Quinn, the Ontario Minister of Colleges, Universities, Research Excellence and Security had been on campus and announced that the Ontario Learn and Stay Grant program had been expanded to include Trent students. This program will provide eligible students in the Trent/Fleming School of Nursing with financial support that will include tuition, fees books and other direct costs. In exchange, the students must

commit to working in the Eastern Ontario region once they have completed their studies.

The Chair also provided an update on the implementation of the board approved 2026-27 budget and that the university is awaiting details of government funding announced previously.

Minutes and Business arising Meeting of April 14, 2026. The minutes were approved as presented.

Undergraduate Studies Committee Report. Senator Chan-Reynolds presented the report which included the following major and minor modification proposals:

Artificial Intelligence – Add a new transfer pathway that would enable qualified students from Centennial College’s Software Engineering Technology-Artificial Intelligence advanced program to enter Trent’s Artificial Intelligence degree program with advanced standing.

Anthropology – New course ANTH 3560H.

Biology - Trial courses regularization BIOL 4550H One Health and BIOL3200H Fungi: Functions, Friends, Foes.

Communications – New course COMM 2008H and new course cross listed COMM 3006H.

Computer Science – Change program requirements for BSc in Computer Science- Co-op

English Literature – New course WRIT 2005H.

Environment – Add General degree options-BA and BSc in Environmental & Resource Studies.

Gender and Social Justice – New course GESO 3260H.

Nursing – Renewal of transfer pathway with Fleming College that would allow graduates of Fleming’s Ontario College Diploma in Practical Nursing to enter the BSc in Nursing (BScN) with advanced standing.

New course NURS 4109H.

Supply Chain Management – Add co-op option- BAS Honours in Supply Chain Management.

Senate approved the report as presented.

Graduate Studies Committee Report. Senator Brunetti presented the report which included the following major and minor modification proposals:

MA/MSc Anthropology – New diploma program—Type 1 Graduate Diploma.

MSc Computer Science- New courses COIS 5210H, COIS 5901H and COIS 5902H.

MA English Public Texts – Change program requirements-Required electives across 4 streams.

Master of Management – Change program name and requirements BBA-Master of Management Fast Track Pathway for all three streams of Master of Management: Management; Health Management; Strategic Change Management at both campuses.

Master of Management: Applied Modelling and Quantitative Methods MSc- Change to the Postgraduate Certificate options and start terms for the Pre-Master's Pathway into all course-based streams of AMOD and MSMG: MSMG – Dur/Ptbo; MSMG.HLTH – Dur/Ptbo; MSMG.SCM AMOD.DATA; AMOD.FINA; AMOD.DSCI

MSc Psychology – New course PSYC 6991H.

Graduate Studies Academic Regulations – Change Remote Defence Policy and Graduate Academic Appeals Procedures.

Senate approved the report as presented.

Academic Planning & Policy Committee Report. Senator Norlock presented the report which included a monitoring report on the PhD Psychology and a report from the Library Advisory subcommittee.

Senate received the report for information.

Research Policy Committee Report. Senator Hintelmann presented the report which provided an overview of the activities of the Research Policy Committee, the recipients of the research awards and a report on the internal research grants.

The report was accepted as information.

The Chair announced the appointment of a new Tier 2 Canada Research Chair (CRC) in the Trent/Fleming School of Nursing -- Dr. Manisha Pahwa, CRC in Social Equity and Health Policy Research.

Any Other Business. It was noted that Senate had approved the revised Vision and Mission earlier in the year but that these had not yet been published on the website. The Chair confirmed once visuals for the material were finalized and posted publicly, Senators would be notified of this update.

The Chair was asked when faculty would be provided with greater clarity on the impact of budget cuts—specifically any cuts to support staff. He responded that in cases where OPSEU positions were being eliminated, the OPSEU collective agreement set out a process that allowed eligible staff to contemplate bumping other, more junior staff, from their positions. That process was currently underway so communication would be premature at this point. Once the staff changes have been finalized there will be further communication.

At Faculty Board the previous week there had been a discussion about the status of the Durham campus. The Provost had indicated that the language we use needed to evolve to best reflect the evolution of the university having two vibrant campuses.

Adjournment. The meeting adjourned at 4:03 p.m.

Dr. M. Skinner, Chair

T. Harrington, Recording Secretary

Trent University
2026-2027 Academic Planning & Policy Committee
Senate Report 1a – September 22, 2026
Open Session – For Approval

Submitted by Dr. Mark Skinner, Chair, Academic Planning & Policy Committee
Report Dated: September 10, 2026

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

1. Trent Launch

Recommendation

The Academic Planning & Policy recommends to Senate that the Trent Launch Program be approved.

2. Policy on Academic Accommodation for Students with Disabilities

Recommendation

The Academic Planning & Policy Committee recommends to Senate that the Policy on Academic Accommodation for Students with Disabilities Policy be approved.

TRENT LAUNCH PROGRAM PROPOSAL

June 11, 2026

1. GENERAL INFORMATION

Name of Proposed Program	Trent Launch
Anticipated Start Date of New Program	September 2027
Academic Unit Where Degree will be Housed	• Humanities & Social Sciences • Science • Durham
Normal Degree Length	3 terms (Fall, Winter, Summer); 10 half-credit undergraduate courses
Dean(s) Responsible for Overseeing Development	• Dr. Sarah West (Dean of Science) • Dr. Kathryn Norlock (Dean, Humanities & Social Sciences) • Marina Morgenshtern (Dean, Durham)
Campus Location(s)	Peterborough & Durham
Date Submitted	April 22, 2026

GENERAL DESCRIPTION

Trent Launch is a full-time, credit-bearing degree progression pathway designed to expand access to university education for students who demonstrate the potential to succeed at Trent University but may not meet traditional admission requirements. Launch provides a supportive and structured first-year experience that combines university-level courses, dedicated academic skills development, and comprehensive student support programming to help learners successfully transition into undergraduate study. Delivered across three consecutive terms (Fall, Winter, and Summer), the program allows students to earn credits toward their future degree while developing the academic, personal, and social competencies needed for long-term success. With a strong focus on equity, access, and student achievement, Trent Launch serves both domestic and international students by offering a clear, full-time pathway into a Trent honours degree, supported by personalized advising, engagement with campus resources, and opportunities for academic and experiential learning. Upon successful completion of the foundational year, students progress directly into their chosen undergraduate program, positioning them for continued academic success and future career opportunities.

OVERVIEW

Trent University has long recognized that students hoping to further their post-secondary education may not achieve our admission requirements for reasons outside of their control. To address this issue, Trent University offers the [Degree Progression Pathway \(DPP\)](#). This is a part-time (2.0 credit) alternative admission option for students who do not meet admission requirements. Although the DPP has been successful, there is a need for a full-time alternative. For instance, the part-time structure is not attractive to international students because it does not allow them to study in-person or meet visa

requirements. Further, many students do not find the part-time program attractive because it is perceived as a slower and less direct route to completing their university education. Here we propose “Trent Launch” as a full-time (5.0 credit) degree progression pathway.

Many Canadian universities have been investing in, and expanding, their alternative entry models to include full time options because they support **progression into second year and overall student success**. The default approach is to outsource the alternative pathway to private, for profit institutions. This approach has been used by institutions such as Simon Fraser University, the University of Manitoba, UBC, Wilfrid Laurier University, Toronto Metropolitan University, and the University of Lethbridge over many years and, in several cases, grown enrolments. The longevity of these programs is generally tied to acceptable or improved outcomes in first year course completion, progression into degree programs, and improved retention compared to similarly prepared direct entry students. Though individual retention figures vary by institution and cohort, the full-time model is widely regarded across the Canadian university sector as an effective mechanism for supporting student transition and persistence.

Trent Launch has been designed to have the flexibility, structure, and support for a wide student demographic that includes domestic students, but especially international students. The design and principles of the program are similar to the outsourced programs used by the institutions mentioned above. And also similar to the [Foundations in Indigenous Learning](#) (FOIL) diploma program.

International Student Advantage

- International students who are admitted to Trent via this program will be eligible to receive a **study permit**, provided that they are admissible to Canada in general. Trent’s Immigration Advisors will provide cohort specific pre-arrival immigration application support, and individual support throughout the student lifecycle, as required for more complex cases.
- Canadian immigration policy requires that all international students maintain fulltime enrollment throughout their studies, except in their final term if a parttime courseload is required to meet degree requirements. The Trent Launch first year course structure of 2.0 credits in FA, 2.0 credits in WI, and 1.0 in SU meets this IRCC requirement.
- As successful students will progress through a normal Trent undergraduate degree, they will be eligible to receive a 3-year Post Graduate Work Permit, provided that they have remained compliant with all of their Study Permit conditions.

Domestic Student Advantage

- Domestic students are not eligible for OSAP in the first year of the program, but will be after successfully meeting the progression requirements of their foundational year
- Domestic will not be delayed by a part-time first year.

Focus on Equity and Access

- Program supports diverse, underrepresented, and non-traditional learners
- Full-time, study-permit-eligible structure improves access for international applicants
- Clarifies pathway toward successful degree completion for students needing transitional support

PROGRAM STRUCTURE

The proposed academic program, Trent Launch, will offer a fully integrated, full credit first-year. However, the course load will be distributed across the Fall, Winter, Spring, and Summer terms. The students will

- Take content courses alongside other undergraduates so that they can work towards their desired degree program
- Take two university courses that focus on the development of foundational academic skills such as critical reading, academic writing, research methods, and effective study strategies. These courses are embedded within the program to ensure students build the confidence and competencies required to succeed in their degree programs while becoming familiar with the expectations of university-level learning.
 - UNIV 1005: Making the Leap: Foundations of University Success
 - WRIT 1001H: Write in Time (learn academic writing)
- complete academic and social support milestones to set the students on the path to success.

To progress to Year 2 of a degree pathway, students must:

- Attempt 5.0 credits and;
- Successfully completed 4.0 credits and;
- Have a minimum 60% cumulative average and;
- Complete required academic and social support programming

Launch Year Sample Courses

- Fall Term
 - UNIV 1005H: Making the Leap: Foundations of University Success
 - 1.5 Academic credits
- Winter Term
 - WRIT 1001H: Write in Time
 - 1.5 Academic Credits
- Summer Term
 - 1.0 Academic Credit

Required Trent Academic and Social Support Certificate (TASSC)

At the heart of the Trent Launch program is the belief that student success will be improved through familiarization and engagement with the academic and social supports available to students. Therefore, Launch students will be required to complete a series of tasks involving academic and wellness supports that already exist at Trent. Progress in completing these tasks will be tracked and supported by the International Student Office. Requiring engagement with these resources will support their academic transition and overall success.

This includes:

- Program Planning:
 - Early academic advising with a Trent advisor when course selection opens in June
 - Trent International academic advising sessions throughout the year. Dedicated academic advisor for course planning and referrals
- Academic Skill Building:
 - Skill-building workshops: study strategies, time management, exam prep, academic integrity
 - Academic Skills tutoring and coaching
 - Library research skills workshop
- Social Supports:
 - Health workshops
 - Stress management resources
 - Wellness supports including counselling referrals
 - Social and cultural integration activities and campus engagement opportunities

College advisors will be trained to support Launch students if appointments are booked with them.

After Successful Completion

Launch students will be admitted into a four-year Honours degree pathway at Trent University. After successfully completing the Launch foundational year, students may continue in their four-year Honours degree if they meet the program requirements or choose a different program based on their interests and program availability.

Degree requirements and program completion will follow the regulations outlined in the Academic Calendar (www.trentu.ca/calendar). Students must satisfy both University Degree Requirements and Program Requirements.

Credential Upon Exit

Students who meet progression criteria will receive a Digital Badge of Achievement.

ADMISSION PROCESS

There are two pathways for admission to the program.

1. Alternative offer. Applicants who apply and do not meet the minimum admissions standards, but whose average is greater than or equal to 65% from high school or 60% from college/university may be given an Alternate Offer to Trent Launch.
2. Direct entry. Applicants may also apply directly to Trent Launch on our internal/Slate application

PROCESS AND PROCEDURES

- *Admissions Code.* Trent Launch will operate under a single program code for application and enrolment purposes. This unified code allows students to apply to the program while maintaining flexibility in their academic pathway.

The code for the Trent Launch program (different from DPP) to ensure that students in this pathway can be clearly identified and properly supported throughout their studies. Establishing a distinct code will allow the university to track these students from admission through their first year, ensuring that they receive the targeted academic advising, program planning, and support services that are built into the Launch model. It will also allow the institution to monitor enrolment, progression, and outcomes for this cohort, helping to ensure that the program is delivered effectively and that students are successfully transitioning into their chosen degree pathways.

- Students admitted to Trent Launch will receive an offer under the general Trent Launch code rather than to a specific degree program. Prior to the start of their studies, students will meet with an academic advisor during course selection in the preceding semester. At that time, advisors will help students select courses aligned with a program area for which they are academically eligible.
- Students will begin Launch in September and upon successful completion of their Foundational Year, will be able to declare a major in a non-competitive/non-capped program.

- Students who complete Launch who wish to enter into a competitive or capped program or a program which has pre-requisites will be required to meet the published admission requirements for these programs.

RECRUITMENT & MARKETING APPROACH

- Develop Trent Launch as a distinct, recognizable brand internationally and among international recruiters: Trent Launch Your Pathway to Success.
- **Website.** A dedicated Trent Launch website will provide examples of degree programs that students may wish to pursue, helping applicants explore potential areas of interest before they begin their studies. The website will highlight sample pathways within **Science (65% admission average)** and **Business/Economics, Humanities & Social Sciences, and Durham programs (65% admission average)** to help guide student decision-making. Marketing materials and the Trent Launch website will highlight the range of academic options available through the Trent Launch pathway
- Partner with domestic and international agents, high schools, and colleges.
- Run webinars, virtual info sessions, and agent training.
- Emphasize small class sizes, personalized support.
- Share student success stories and testimonials to demonstrate outcomes and build confidence.
- International has a global recruitment network of agents and counsellors in over 80 countries.
- This will help diversify the student population.

2. ENROLMENT

Anticipated Enrolment for the Program	30 FTE for the 2027-28 Academic Year
Entrance Average (%)	Science: 65% Business/Economics: 65% Humanities & Social Sciences: 65% Durham: 65%
Direct Entry Program – Indicate Yes or No	Yes
Will this program have a limited enrolment? If yes, what will that limit be?	30 first year

Streams	Minimum Average
Science	65%
Business, Economics	65%
Humanities & Social Science	65%
Durham	65%

3. FACULTY RESOURCES

The Trent Launch program will draw on the existing teaching capacity of Trent University's faculty across multiple departments. Since students in the program are enrolled in standard first-year undergraduate courses, instruction will be delivered by current faculty members who already teach these courses, ensuring consistency in academic standards.

To support the unique needs of Trent Launch students, additional instructional and support staff may be required. This includes specialists in academic skills development, and orientation/transition support. These roles may be filled through a combination of existing staff, at this point, new hires are needed.

There will also need to be support for UNIV 1005 and WRIT 1001H courses.

4. WORK INTEGRATED/EXPERIENTIAL LEARNING OPPORTUNITIES

Yes. Trent Launch is built on all existing courses at Trent, students gain access to work-integrated learning opportunities aligned with labour market demands. All students at Trent are guaranteed an experience learning opportunity. For example, students progressing into Business, Environmental Science, or Health-related programs will encounter structured experiential components such as internships, community-based projects, and applied research. Examples:

- internships
- community projects
- applied research
- guaranteed experiential learning for all Trent students

5. LABOUR MARKET NEED/DEMAND/OUTCOMES

This initiative aligns with the Ministry's objectives to enhance student success, strengthen pathways between educational levels, and support equitable access to postsecondary education in Ontario. By combining academic preparation, experiential learning, and early career development, Trent Launch creates a bridge for motivated learners to achieve a full undergraduate degree and participate in Ontario's knowledge economy

6. PROGRAM IMPACT ON SYSTEM

1) The following institutions have developed a similar pathway programs:

- Simon Fraser University
- Toronto Metropolitan University
- University of Alberta
- University of British Columbia
- University of Lethbridge
- University of Manitoba
- Wilfrid Laurier University

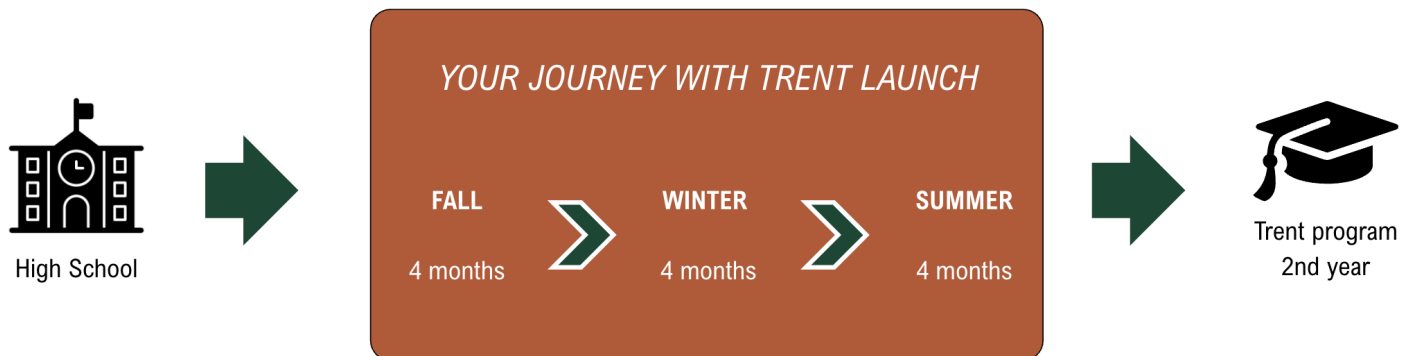
- Western University

- 2) Trent Launch fills a gap in the Ontario postsecondary system by providing a credit-bearing, full-time program. The program aligns with Trent University's strategic priorities around access, equity, and student success, and supports provincial goals for increasing participation and completion rates among underrepresented groups. Additionally, Trent Launch supports both international and domestic student recruitment efforts.
- 3) Trent Launch is not a new area of study. It is designed to complement existing undergraduate offerings without duplicating programs.

7. Tuition Fee and Funding Level

International Students: Tuition for international students will follow the standard rates approved by the Board of Governors. Students will be assessed tuition for the full program across three semesters. They will not incur additional tuition for courses delivered during the summer term or for the third semester in cases where they begin their studies in the winter. This approach reflects the structured nature of the program, which is designed to be completed over three consecutive semesters.

Pathway Steps:



COURSE STRUCTURE

1 FALL - 4 MONTHS



- ADMN 1000H Contemporary Issues in Management
- ECON 1010H Microeconomics
- UNIV 1005H Foundations for University Success
- COIS 1010H Digital World

2 WINTER - 4 MONTHS



- ECON 1020H Macroeconomics
- WRIT 1001H Write in Time
- ADMN 1221H Financial Accounting
- COIS 1620H Information Systems (Recommended)

3 SUMMER - 4 MONTHS



- ECON 1250H Mathematics for Economics & Management
- INDG 1001H: The Foundation for Reconciliation

4 UNIVERSITY SECOND YEAR

Policy on Academic Accommodation for Students with Disabilities Cover Memo

Rationale

Revisions to the Policy reflect evolving legal requirements, current best practices, and a shift toward a more proactive, accessibility-focused approach.

This Policy replaces the Accommodation for Students with Disabilities Policy.

Related Procedures are included in the package, and are shared for information purposes only.

Key Changes

- Revised the policy title to include ‘Academic,’ providing greater clarity regarding the policy’s scope and application
- Clarified policy scope and application.
- Expanded definitions and recognition of the duty to inquire.
- Strengthened essential academic requirements, including graduate and research-based contexts.
- Formalized decision-making and dispute resolution processes.
- Clarified roles and responsibilities, including those of graduate supervisors.
- Expanded application to experiential and work-integrated learning.
- Enhanced confidentiality provisions.
- Increased recognition of graduate student academic milestones and supervisory relationships.

Consultation Process

The following consultation has taken place.

Committee/Group	Date
Dean’s Group (DG6)	February 24, 2026
Student at Large Consultation	March 9 & 11, 2026
Staff Consultation	March 12, 2026
Faculty Board	March 13, 2026
TUFA Joint Committee	April 14, 2026
Academic Planning & Policy	April 30, 2026, June 18, 2026

Policy Submitted by Lawrence Lam; Associate Vice President, Students



Academic Accommodation for Students with Disabilities Policy

Category: Academic – Students, Teaching, Faculty

Approval: Senate

Responsibility: Associate Vice-President Students

Date: November 2025

Definitions:

Academic Accommodation

An academic accommodation is an individualized adaptation, adjustment, or support that removes disability-related barriers and enables a student to meet essential academic requirements. Accommodations are determined based on a student's functional limitations, not the diagnosis itself. They may include but are not limited to: human support services (e.g., interpreters, note-takers, readers), assistive or adaptive technology, alternate format materials, flexible or alternative deadlines, and adjusted testing arrangements (e.g., extended time, separate exam location).

Accommodations may be interim, provided pending the receipt or review of documentation, or retroactive, granted after a course requirement, test, or deadline when disability-related circumstances prevented timely disclosure or request. Academic accommodations are implemented collaboratively by the student, Student Accessibility Services (SAS), and faculty, ensuring that essential academic requirements are maintained while removing barriers to access.

Confidentiality

Information shared in the accommodation process is confidential and must not be disclosed other than to individuals who need that information to implement accommodations, ensure safety and operational oversight, manage complaints and their resolution, or to otherwise maintain the integrity of accommodation processes. Confidentiality applies to documentation, discussions, and any communications regarding a student's accommodation needs. SAS, faculty, and staff are responsible for safeguarding this information in accordance with applicable privacy legislation.

Disability

Disability within this policy is defined as per the statutory definition set out in the Ontario Human Rights Code (OHRC). The definition of disability is evolving and changes in response to applicable human rights case law and Ontario Human Rights Commission Policy Statements. Disability should therefore be interpreted broadly and with flexibility to include emerging disabilities and those for which diagnoses may be unclear or currently undetermined. Disabilities can include conditions that are permanent, temporary, episodic and/or suspected. Disabilities may be visible and/or non evident (invisible).

Dispute Resolution

A formal process that provides a clear and transparent method for resolving disagreements related to accommodation decisions or their implementation. It ensures that students, SAS, and faculty and staff have an established pathway to raise and address concerns in a fair and timely manner.

Duty to Inquire

The University has an institutional duty to inquire regarding students who may have disability-related

needs. When Faculty or staff believe that a student may have a disability related need for accommodation or identify potential indicators of disability affecting a student's performance, they should refer the student to SAS rather than investigating or determining the need for formal accommodation themselves. Potential indicators of disability affecting performance may include observable signs of distress, repeated difficulties meeting academic requirements, or requests for unusual flexibility in course participation. Reasonable steps that faculty and staff may take to assist students include providing information about available supports, consulting with SAS, and engaging in a supportive discussion with the student.

Essential Academic Requirements

The fundamental knowledge, skills, or competencies that all students must demonstrate to meet academic standards for a course or program are determined by instructors and academic units responsible for curriculum and implemented and assessed by the faculty member(s) with responsibility for each course. Essential academic requirements must be bona fide, reasonable, and necessary, and must ensure academic integrity.

Essential academic requirements may include independent research, thesis or dissertation work, comprehensive examinations, oral examinations, clinical or fieldwork, and other program specific milestones. Before determining that accommodation is not possible, SAS and the faculty instructor(s) must consider whether alternative approaches could meet the essential academic requirements without causing undue hardship.

Academic accommodations do not alter essential academic requirements; however, they may include alternative methods of demonstrating learning where these methods enable the student to meet the same requirements. Determination of essential academic requirements may involve consultation with appropriate academic leadership (e.g., Chair or designate) to ensure academic integrity is maintained.

Determination of whether a proposed accommodation would compromise essential academic requirements is made by the instructor in consultation with Student Accessibility Services and, where appropriate, academic leadership.

Experiential Learning

Experiential Learning refers to structured learning activities that engage students in direct experience and guided reflection in order to develop knowledge, skills, and professional competencies. Experiential learning may occur on campus or off campus and may or may not involve an external partner.

Examples include simulations, laboratories, community-based projects, case-based learning, applied research, service learning, and other course-embedded activities that extend learning beyond traditional lecture formats.

Functional Limitations

The specific ways in which a disability affects a student's ability to perform academic tasks. They reflect the functional impacts of the disability, such as difficulties with concentration, memory, communication, physical mobility, sensory processing, or other functions. Functional limitations guide the design and implementation of accommodations, ensuring that interventions address barriers rather than diagnostic labels.

The relationship between a disability and the resulting functional limitations must ultimately be confirmed by a regulated health professional. Interim accommodations may be provided while documentation is pending.

Interim Accommodation

A temporary accommodation provided while documentation is pending or under review. Interim accommodations ensure timely access to academic supports and prevent students from being academically disadvantaged during the evaluation process.

Reasonable Accommodation

An accommodation that effectively addresses a student's functional limitations to ensure equitable access to academic programs or services. Reasonable accommodations may vary depending on course demands or format but are not intended to alter the essential academic requirements of a course or program.

Determining accommodations should involve the student in a collaborative process, but accommodations are designed to meet disability-related needs rather than personal preferences. They do not guarantee a level of achievement and must uphold academic integrity in accordance with applicable human rights obligations.

Retroactive Accommodation

An accommodation granted after a course requirement, test, or deadline when a student demonstrates that disability-related factors prevented earlier disclosure or request. Retroactive accommodations are considered in exceptional circumstances and on a case-by-case basis. Requests must demonstrate that a disability-related barrier impeded timely disclosure, include appropriate documentation, and be made by the instructor in consultation with Student Accessibility Services and, where appropriate, academic leadership.

Student Accessibility Services (SAS)

The office responsible for reviewing documentation, determining accommodation requirements, facilitating their implementation, and providing consultation to faculty, staff, and students. SAS ensures that accommodations comply with OHRC, AODA, and University policy, and that processes are equitable, timely, and consistent.

Undue Hardship

The point at which providing an accommodation would impose excessive or unreasonable difficulty on the University. Only three factors may be considered: cost, availability of outside funding, and health and safety requirements. All claims of undue hardship must be supported by objective evidence, including financial statements, budgets, or empirical data as appropriate. The University evaluates undue hardship on a case-by-case basis in accordance with OHRC guidance.

Universal Design for Learning (UDL)

An approach to teaching, learning, and assessment that proactively addresses the diverse needs of all learners by embedding flexibility and accessibility into curriculum, instructional materials, and learning environments. UDL minimizes barriers and reduces reliance on individualized accommodations by ensuring that learning remains accessible to students at all stages of their educational experience.

Work-Integrated Learning (WIL)

Work-Integrated Learning (WIL) refers to structured educational experiences that intentionally integrate academic study with supervised application in a workplace, clinical, professional, or community setting. WIL activities are formally connected to a course or program of study and may be paid or unpaid, credit-bearing or degree-recognized.

Examples include co-operative education, internships, placements, practica, clinical placements,

field experiences, and applied research conducted in partnership with an external organization. WIL experiences require students to demonstrate essential academic requirements in applied environments that may be governed by both University policies and the policies of the host organization.

Policy Statement

Trent University is committed to an academic environment where students with disabilities can participate without barriers. The university works proactively to identify, remove, and prevent disability-related barriers in undergraduate and graduate courses, academic programs, research activities, experiential learning opportunities, test and examinations, thesis and dissertation work, comprehensive examinations, field placements, and laboratory and studio activities, in accordance with the Ontario Human Rights Code, up to the point of undue hardship.

Students with disabilities have the right to be treated with dignity, to have their personal information and privacy protected, and to receive reasonable academic accommodations based on documented functional impacts without being required to disclose a diagnosis. Academic accommodations are intended to provide equitable access to learning, research and academic progression while maintaining essential academic requirements.

Students are responsible for making their needs known as soon as they become apparent.

Faculty members, graduate supervisors, staff, and university leadership share responsibility for implementing academic accommodations, addressing barriers, and working with Student Accessibility Services.

The University assesses accommodation needs on a case-by-case basis and recognizes the role of intersectional identities in shaping disability experiences. Planning is undertaken in consultation with the student and may involve appropriate academic partners depending on the nature of the program or activity. Universal design principles are applied whenever possible to reduce the need for individual accommodations. Trent University is committed to a clear and efficient academic accommodation process that complies with legislation and collective agreements and maintains academic integrity.

Responsibilities of Trent Stakeholders

Academic Accommodations involves a community of stakeholders to ensure barriers to academics are removed. These processes are the responsibility of each department; the following outlines key responsibilities.

1. Student Accessibility Services (SAS)

- 1.1** Receives and reviews each student's request for accommodation and documentation from diagnosing regulated healthcare professional(s);
- 1.2** Determines accommodation requirements in partnership with the student and any internal and external resources that are required.
- 1.3** Documents accommodation requests (and denial of accommodation), meetings, and actions taken;
- 1.4** Verifies student eligibility for Bursary for Students with Disabilities and the Canadian Service Grant for Services and Equipment and prepares rationale for equipment and/or services within parameters provided by provincial and federal funders;

- 1.5 Collaborates with educational teams to communicate and facilitate student accommodation;
- 1.6 Ensures the policy is interpreted and applied to promote the University's interest in supporting a safe and inclusive learning environment for all students.
- 1.7 Ensures all accommodation decisions are made in a manner that balances accessibility with essential academic requirements, respects academic freedom, ensures student privacy and dignity, and maintains fairness for all students

2. Student with a Disability

- 2.1 Notifies Student Accessibility Services (SAS) of their need for accommodation as early as possible, or as soon as the need becomes known;
- 2.2 Provides documentation from a diagnosing registered health professional that describes the functional impacts related to their disability within an academic environment;
- 2.3 Participates in the accommodation process in good faith and works collaboratively to develop and implement their accommodation plan with appropriate stakeholders, including SAS, instructors, graduate supervisors, program directors, and Exam Centres, as applicable. Informs SAS immediately of any changes in circumstances that may affect their accommodation needs;
- 2.4 Seeks resolution, when concerns arise about academic accommodations, through the procedures outlined.
- 2.5 Understands that responsibilities related to accommodation implementation may involve broader collaboration with educational teams depending on the nature of the accommodation and structure of the course and/or program.

3. Educational Team

3.1 Instructor of Record/Graduate Supervisor

The Instructor of Record or Graduate Supervisor is responsible to:

- 3.1.1 Implement approved academic accommodations;
- 3.1.2 Consult and collaborate with the student and Accessibility Advisor when concerns arise regarding the implementation of an accommodation, and participate in resolution efforts where needed;
- 3.1.3 Include an accessibility statement in all course syllabi, directing students who require academic accommodations to contact Student Accessibility Services;
- 3.1.4 Support accessible course content and delivery methods to reduce barriers in the academic environment;
- 3.1.5 Consider retroactive accommodation requests, in consultation with Student Accessibility Services, including those related to missed tests or assignments.
- 3.1.6 Ensure digital copies of assessments are provided to the appropriate campus Exam Centre at least five (5) days prior to the assessment date, and that all relevant information and instructions are included when uploading to the Faculty SAS Portal; and
- 3.1.7 Maintain the confidentiality of students with disabilities.

3.2 Other Members of the Educational Team

Teaching assistants, lab technicians, placement coordinators, co-op advisors, graders/markers, thesis supervisor, supervisory committee, graduate program director, or other appropriate academic leadership and others supporting course and program delivery are responsible to:

- 3.2.1** Implement approved academic accommodations as directed by the Instructor of Record;
- 3.2.2** Consult with the Instructor of Record and/or SAS when concerns arise regarding the implementation of an accommodation;
- 3.2.3** Work with SAS to determine if experiential learning environments can provide suitable accommodations for the student when they start their placement;
- 3.2.4** Work with SAS to determine if work integrated learning environments can provide suitable workplace accommodations for the student when they start their placement;
- 3.2.5** Support accessible course content and delivery methods where applicable to their role; and
- 3.2.6** Maintain the confidentiality of students with disabilities.

4. Administration

- 4.1** The Associate Vice-President Students assumes overall accountability for the interpretation and application of this policy;
- 4.2** Senior Executives must ensure appropriate resources and services are available to carry out accommodation under this policy and have overall accountability for the University accommodation policy and program, including ensuring the University is in compliance with all legislative requirements.
- 4.3** Ensure that tests of undue hardship are assessed in accordance with Ontario Human Rights Commission guidance which consider: cost, outside sources of funding, if any, and health and safety requirements.
- 4.4** Administration is responsible for communicating information about accessibility services and accommodation procedures to students and faculty, and for ensuring that these processes are widely understood and applied.

5. Equity and Human Rights Office

- 5.1** Advises campus units, including faculties, schools, and administrative offices, on the duty to accommodate and related human rights matters;
- 5.2** Responds to inquiries, questions, and complaints regarding accommodation, discrimination, or harassment;
- 5.3** Provides guidance to students, staff, and faculty regarding their rights and responsibilities related to human rights and accommodation; and
- 5.4** Collaborates with Student Accessibility Services (SAS), instructors, and administrators to support inclusive practices and equitable access across the University.

Contact Officer: Associate Vice President Students

Date for Next Review:

Related Policies, Procedures & Guidelines

- a. Accessibility Policy
- b. Policy for Persons with Disabilities
- c. Academic Accommodations for Students with Disabilities Procedures
- d. Customer Service Policy for Persons with Disabilities

Policies Superseded by This Policy:



Academic Accommodations for Students with Disabilities – Procedures

Associated Policy: Academic Accommodation for Students with Disabilities Policy

Policy Sponsor: Associate Vice-President Students

Date: Month Day, Year (Include initial approval date and, if applicable, last revised date.)

Purpose	1
Procedures	2
1. Recruitment and Admissions to Trent	2
2. Academic Accommodation Registration Process	3
3. Activating Academic Accommodations	3
4. Booking at the Exam Centres	4
5. Changes to Accommodation Plans	5
6. Retroactive Accommodation Requests	5
7. Appealing Academic Accommodations	5
8. Protecting Privacy and Confidentiality	7
Related Policies, Procedures and Guidelines	7
Date for Next Review:	7

Purpose:

This procedures document supports Trent University's Academic Accommodations for Students with Disabilities Policy (henceforth the Policy).

This document outlines key functions, considerations, and practices that facilitate access to academic accommodation.

Unlike the Policy, the Procedures document is intended to be a living document that can adapt to changing needs and practice. This is a high-level outline of general processes related to

academic accommodation. We recognize that Trent University operates across different campus locations: Durham and Peterborough, and each location will require on-site differences.

Procedures:

1. Recruitment and Admissions to Trent

Prospective student candidates may require accommodation during recruitment and admissions activities. Early communication ensures that events and processes are accessible. The following steps outline how to request accommodations during this stage:

1.1.1 Undergraduate applicants email admissions@trentu.ca to request accommodations for events;

Graduate applicants email graduateadmissions@trentu.ca to request accommodations for events or

1.2 Indicate accommodation needs on event registration forms.

2. Academic Accommodation Registration Process

Registering with Student Accessibility Services (SAS) is the first step in creating an academic accommodation plan. The intake process ensures accommodations are tailored to individual functional needs and academic requirements.

Trent accepts new registrations continuously throughout the academic year. To support timely access to academic accommodations, students are encouraged to begin the intake process as soon as possible. Where appropriate, interim accommodations may be provided to support the student while documentation is being obtained, reviewed or a full assessment of functional needs is being finalized. Some accommodations require reasonable lead time to implement. Students should understand that there is not a limitless right to accommodation; each request is assessed based on the student's functional needs, the essential academic requirements of the course or program, supporting documentation from a regulated health professional, and evidence-informed research and best practices.

For graduate students, accommodation planning may extend beyond course-based accommodations and include research activities, comprehensive examinations, and thesis or dissertation work. These accommodations will be determined on a case-by-case basis in collaboration with the student, SAS, and the relevant graduate program.

Students with (or without) disability documentation:

- 2.1 Complete a Pre-Intake Questionnaire and upload documentation; documentation requirements are noted on SAS websites;
- 2.2 Review follow-up emails for next steps, which may include meeting with a SAS Accessibility Advisor;
- 2.3 Understand that academic accommodations may be instituted for the full academic journey, or as an interim measure.

3. Activating Academic Accommodations

Students must activate their accommodations each semester via the SAS Portal. These procedures may or may not apply to all SAS registered learners.

Undergraduate students activate their accommodations in the following ways via the SAS Portal:

- 3.1 Notify their professors about classroom, assessment, and general academic accommodations.
- 3.2 Request peer-provided lecture notes, if included as an accommodation.

3.3 Book seats at the respective Exam Centre location (Centre for Academic Testing or Durham Exam Centre) for quizzes, tests and final exams before deadline dates, communicated on website.

Graduate students may be required to:

3.4 Notify relevant instructors, supervisors, or Graduate Studies of approved accommodations as appropriate to the academic activity;

3.5 Work with SAS and the relevant graduate program to coordinate accommodations related to comprehensive examinations, thesis/dissertation defences, research activities, fieldwork, laboratory work, or other graduate program requirements;

3.6 Discuss accommodation-related impacts on research timelines, progression milestones, registration status, funding, or scholarship requirements where applicable; and

3.7 Participate in accommodation planning processes established in consultation with SAS and Graduate Studies where accommodations involve program-specific or non-course-based academic activities.

Some graduate funding arrangements, external scholarships, research timelines, and registration requirements may involve conditions established by external agencies or university regulations. Where accommodation needs intersect with these requirements, SAS and Graduate Studies will work collaboratively with the student and graduate program to explore reasonable accommodations and available supports.

Activating Work-Integrated Learning Accommodations

Students participating in Work-integrated Learning (WIL) who have a placement or practicum as part of their degree and anticipate requiring accommodations should contact their SAS Advisor as early as possible. Workplace accommodations differ from academic accommodations and must be considered within site-specific workplace environments. Developing a plan for work-integrated learning may require updated or additional documentation. SAS will work collaboratively with the student and academic department.

Accommodation needs for work integrated learning require advance notice to ensure appropriate planning and alignment with program timelines. Students are expected to engage with the department's placement coordinators or co-op advisors as early as possible, ideally by the semester prior to placement, or as soon as the need for accommodation is known, to support implementation.

1. Booking at the Exam Centres

Assessment accommodations require advance booking at campus Exam Centre (CAT or DEC).

Booking deadlines are communicated through SAS websites, email notifications, and final exam schedules posted by the Registrar.

Students are required to book and manage their exam accommodation in the following ways:

1.1 Book a seat at the correct campus Exam Center (Peterborough or Oshawa) via the SAS Portal and confirm the specific approved accommodations that are needed for the assessment.

1.2 Submit requests for disability-related scheduling adjustments (e.g. time shifts or no more than one a day) by first booking the assessment through the SAS portal, then emailing the appropriate Exam Centre. The Exam Centre will coordinate updates with the student and instructors;

1.3 Declare exam writing location (Peterborough or Oshawa) for WEB Courses with in-person final exams when prompted by Trent Online and book your seat via the SAS Portal;

1.4 Obtain instructor approval for rescheduling quizzes and tests for reasons unrelated to disability accommodation and forward the written confirmation to the appropriate Exam Centre to update the booking.

2. Changes to Accommodation Plans

Accommodation needs may change over time due to new diagnoses, updated assessments, or temporary circumstances. Students are responsible for promptly communicating any changes to SAS. Students should:

- 2.1 Notify SAS if functional abilities change, or there is an updated assessment, a new diagnosis, or experience an acute situation requiring interim accommodation.

At times, inquiries about functional needs may arise from academic interactions or observed barriers identified by faculty, SAS Accessibility Advisors, or Exam Centre staff. When this occurs, individuals have a Duty to Inquire regarding the student's functional needs and the appropriateness of academic accommodations and to communicate concerns to SAS for follow up as appropriate.

3. Retroactive Accommodation Requests

Requests for retroactive academic accommodation will be meaningfully considered and assessed on a case-by-case basis in exceptional circumstances when disability-related impacts have affected academic access.

Students may initiate a retroactive request by contacting their SAS Advisor or by reaching out to appropriate campus SAS Office. Students requesting retroactive accommodations:

- 3.1 Provide a written rationale explaining why an accommodation request could not be made earlier, along with supporting documentation describing functional impacts during the relevant time frame;
- 3.2 Specify the dates/period affected and list missed or affected classes, assignments and tests;
- 3.3 Understand that there is not a limitless right to accommodation. Decisions will balance the functional impacts with the learning outcomes achieved and the essential components of the course and program. Extensive incomplete coursework may limit available remedies while maintaining the integrity of the degree.

Any approved or denied retroactive accommodations will be uniquely designed in collaboration with the course instructor and/or relevant unit provided to the student.

4. Appealing Academic Accommodations

Academic accommodations are determined from documented evidence of functional need and are individualized. Recommendations from regulated health care professionals are considered, but not automatically transferred to the university context. Each accommodation is assessed to

ensure alignment with the essential academic requirements, the student's functional needs, and evidence-informed practice. Academic accommodations address disability-related functional barriers and are not based on individual learning preferences.

All appeals and disputes are resolved in a manner that balances accessibility with the protection of essential academic requirements, academic freedom, and fairness for all students.

Accommodations remove disability-related barriers and provide equitable access to curriculum, without modifying curriculum content, learning outcomes, or academic standards. Curriculum modifications are not part of the accommodation process at the postsecondary level. Students receiving accommodations are expected to demonstrate the knowledge and skills required to meet the essential academic requirements of the course or program.

Students who have concerns or disagree with an accommodation decision may appeal at any time during the academic year. When requested accommodation requires advance planning, interim accommodations may be provided.

Students who have concerns about their accommodations should:

- 4.1 Communicate directly with the course instructor to clarify the accommodation and request implementation. If the concern is not resolved, the student should,
- 4.2 Discuss the concern with their SAS Advisor and provide any additional information about functional impacts and course specific barriers. The SAS Advisor will provide guidance or liaise with the instructor within five business days, and if the concern remains unresolved,
- 4.3 Request a review by the Assistant Director at the appropriate campus, who will provide a response within ten business days;
 - 4.3.1 The Assistant Director conducts a review and may confer on course/program to confirm essential requirements. If more time is required the student will be informed. With the student's consent, the Assistant Director may consult external experts or request supplementary documentation. If concerns persist,
- 4.4 Seek advice and support from the Equity & Human Rights Office, Trent University, in accordance with university dispute resolution procedures.

5. Protecting Privacy and Confidentiality

Aligned with the Policy, students are not required to disclose their specific disability diagnosis. Academic accommodations are based on functional impact, not diagnosis. Information is shared with appropriate parties, in accordance with student consent, university policy, and applicable provincial privacy legislation.

Related Policies, Procedures and Guidelines:

- Academic Accommodations for Students with Disabilities
- Privacy Policy (2006)
- Policy on the Protection of Personal Information
- Petitions and Appeals

Date for Next Review:

Month Day, Year

2026–2027 Undergraduate Studies Committee

1st Report to Senate – September 22, 2026

For Senate Approval – Major Modification

1. Submission from the School of Education

USC recommends to Senate that the Bachelor of Education program move to a 12-month model effective May 2027.

Program Revisions

Changes are proposed to the Bachelor of Education program to align with the new requirements mandated by the government. The Ontario Ministry of Education has mandated that all Schools/Faculties of Education move from what is currently a 2-year model to a 12-month model, beginning in May of 2027. They have also mandated a minimum of 80 days in practicum in partner schools. This necessitates significant program restructuring. The number of academic terms will be reduced from four to three; the number of practicum days will be increased significantly. Therefore, course offerings and other aspects of the program will be adjusted.

Teaching sessions will now be offered in the summer in 2-week blocks, allowing for content to be delivered in a compact way but still adding up to the usual 36 hours for a 0.5 credit. This frees up time in fall/winter for longer practicum blocks to ensure the minimum 80 days in schools is met and slightly exceeded.

One additional course will be created: “Math is Mathing! Concepts, Engagement and Reflection in Mathematics.” The impetus for this course is that, in addition to this mandated major program structure change, the Ministry of Education is also now requiring all teacher candidates to pass a standardized test called the Math Proficiency Test.

Resource Implications

All current resources, including classroom spaces/technology, people-power in AAA support and faculty/instructors, and the wraparound services of the university can handle these changes.

Program Objectives and Program-Level Learning Outcomes

These remain consistent.

Student Impact and Input

The School of Education understands that students are excited about a 12-month program, enabling them to be in teaching posts the following September. There is an initial financial burden, given that they cannot hold summer jobs during the academic year, but they will finish much more quickly and pay less tuition. The School believes students welcome this change.

Program Streams

The School of Education has two major streams: Intermediate/Senior (those preparing to teach grades 7 – 12) and Primary/Junior (those preparing to teach Kindergarten – Grade 6). Both share foundations courses but take different curriculum courses, with the major difference being that Intermediate/Senior (I/S) candidates must have two main teachable subject areas, and Primary/Junior (P/J) candidates must take more curriculum courses to cover the myriad content areas they are responsible for in teaching.

Summary of Changes

Primary/Junior and Intermediate/Senior:

- The program will now be a 3-term model with teaching sessions/2-week courses during the summer months and two 8-week terms in fall/winter, with an additional practicum observation week in May plus weekly practicum days in fall/winter terms, as well as two long practicum blocks.
- The alternative settings placement (EDUC 4300H) will be removed. The Ministry of Education requires all practica that count towards the 80 days to be in schools with certified teachers. There is too much time in the field to allow for a placement experience that cannot count towards the 80-day minimum.
- The two 0.25-credit courses in assessment (EDUC 4160Q/4170Q, 4260Q/4270Q) will be removed with content folded into the curriculum/content courses.
- The former courses designed to support practicum that were previously offered in years one and two (EDUC 4701H/4702H, 4801H/4802H) will be condensed into one course.
- The previous Supporting Literacy and Learners Placement (EDUC 4100H/4200H) held a 0.5 credit value. The format and requirements will be changed to a Supporting Literacy and Learners Practicum. Previously, the placement was a stand-alone requirement of the program. Now, the practicum is a half-day that occurs weekly during the fall and winter terms. As it is part of the overall 80-day practicum, its credit weighting has been enfolded into the overall practicum credit count.
- A new course, EDUC 4338H - "Math is Mathing! Concepts, Engagement and Reflection in Mathematics" will be added to the curriculum.

Intermediate/Senior:

- Lower-enrolment curriculum courses that support teachable subject areas will be reduced from 1.0 to 0.5 credit to fit courses into three terms vs four. The main reason for reducing offerings of some curriculum courses (1.0 credit) to content courses (0.5 credit) is in order to fit program offerings into the three terms, as opposed to the four terms the program previously held. All teacher candidates will be required to take one of the 1.0 curriculum courses, ensuring that they learn planning and assessment from a member of faculty. At least one of the 1.0-credit curriculum courses draws from each core area of the curriculum: math, languages, science, arts. The 1.0-credit curriculum courses will cover the necessary aspects of planning and assessment. Depending on the teachable area combination per teacher candidate, some will also take another 1.0 curriculum course, while others will take a 0.5-credit content area course. These teacher candidates will still have had instruction on planning and assessment in their 1.0-credit curriculum course, as well as practical experience from their fall practicum days. Planning and assessment in their second teachable area will be further reinforced with a 0.5-credit integrative curriculum capstone. These will still be overseen by faculty members to ensure excellence in these areas. As independent projects, these do not require the timetable scheduling multiple courses require. This was a necessary change to accommodate a much shorter time horizon for teacher candidates to move through the program. Nevertheless, teacher candidates will be well-prepared to enter the field, regardless of their teachable combination. Comparable institutions are making similar changes, particularly in reducing the teachable combinations they can accommodate and shortening the time horizon on some of the required courses.

- Curriculum Courses (no change):
 - EDUC 4661Y - Biology
 - EDUC 4664Y - Mathematics: Curriculum and Pedagogy
 - EDUC 4671Y - Dramatic Arts
 - EDUC 4672Y - English
 - EDUC 4673Y - French as a Second Language
 - EDUC 4674Y - History
 - EDUC 4681Y - Geography
 - EDUC 4682Y - First Nations, Métis, and Inuit Studies
- Content Courses (now 0.5 credit value):
 - EDUC 4662Y > 4686H - Chemistry
 - EDUC 4663Y > 4687H - Computer Studies
 - EDUC 4665Y > 4688H - Physics
 - EDUC 4675Y > 4689H - Visual Arts: Theory and Practice
 - EDUC 4676Y > 4690H - Health and Physical Education
 - EDUC 4683Y > 4691H - Native Languages: Anishinaabemowin (Ojibwe)
 - EDUC 4684Y > 4692H - Environmental Science
- Capstone Project Course (new):
 - EDUC 4685H - Integrative Curriculum Capstone

Admission/Progression Requirements

- Offers of admission to the Bachelor of Education program are made based on completed undergraduate coursework, as well as courses that applicants are currently enrolled in and expected to complete during their final year of study. Where required coursework remains in progress at the time of admission, offers are extended conditionally upon successful completion of all admission requirements, including the conferral of the undergraduate degree and the completion of prerequisite coursework for teachable subjects (where applicable). Given that the program will begin in May, prior to the completion of final undergraduate term grades and degree conferral at many institutions, applicants may commence the BEd program while final academic requirements are being verified. The official transcript with proof of degree completion must be provided to the School of Education no later than June 30th of the year of admission.
- Students should reach out to the Trent admissions office immediately if they suspect they will be unable to complete all of the degree requirements for their undergraduate degree before beginning the Bachelor of Education, as our offer of admission is made with the expectation that degrees will be complete. Students **may** be offered a deferral for the following academic year.
- If a student accepts and begins attending the Bachelor of Education, and it is later discovered that their undergraduate is incomplete, they **may** be removed from the program. Judging on a case-by-case basis we will assess whether they can continue under the following conditions:
- If a student is unsuccessful in completing undergraduate coursework, or if their undergraduate degree is not conferred as expected, the student **may** be permitted to continue in the BEd program while completing the remaining undergraduate requirement(s), if it is possible to complete undergraduate work concurrently with Bachelor of Education requirements.
- Conferral of the BEd degree and recommendation for certification to the Ontario College of Teachers will be withheld until all admission conditions have been satisfied.
- These special cases will be reviewed, approved, and followed on an individual basis by the BEd coordinator, in consultation with the Dean of the School of Education. Based on experience at other institutions offering May start programs, such cases are relatively uncommon.

Calendar Copy

Consecutive Bachelor of Education Program

Program Options

The Primary/Junior stream

- 8.0 EDUC credits consisting of EDUC 4100P, 4121H, 4133H, 4180H, 4190H, 4335H, 4337H, 4338H, 4561H, 4563H, 4564H, 4571H, 4573H, 4574H, 4705H, 4901H, and 4902H
- Catholic Stream students also require EDUC 4705Q (0.25 credit)

The Intermediate/Senior stream

8.0 EDUC credits consisting of:

- 6.0 EDUC credits consisting of EDUC 4200P, 4221H, 4233H, 4251H, 4252H, 4280H, 4290H, 4335H, 4337H, 4338H, 4805H, 4901H, and 4902H
- 2.0 EDUC credits from curriculum/content courses:
 - Two of EDUC 4661Y, 4664Y, 4671Y, 4672Y, 4673Y, 4674Y, 4681Y, or 4682YOr
 - One of EDUC 4661Y, 4664Y, 4671Y, 4672Y, 4673Y, 4674Y, 4681Y, or 4682Y;
 - One of EDUC 4686H, 4687H, 4688H, 4689H, 4690H, 4691H, or 4692H; and
 - EDUC 4685H
- Catholic Stream students also require EDUC 4705Q (0.25 credit)

Concurrent Bachelor of Education Indigenous Program

[Note: no changes to Years 1-3]

Program Options

The Primary/Junior Stream

Year 1

- 0.5 EDUC credit consisting of EDUC-INDG 1030H
- 0.5 INDG credit consisting of INDG 1001H
- 1.0 INDG credit from INDG 2250Y or 2800Y
- 3.0 credits in addition to the above

Year 2

- 2.0 INDG credits consisting of INDG 2100Y and 3350Y
- 3.0 credits in addition to the above

Year 3

- 1.0 EDUC credit consisting of EDUC 3050H and 4050H
- 4.0 credits in addition to the above

Year 4 (including summer term)

- 8.0 EDUC credits consisting of EDUC 4100P, 4121H, 4133H, 4180H, 4190H, 4335H, 4337H, 4338H, 4466H, 4561H, 4563H, 4564H, 4571H, 4573H, 4574H, 4901H, and 4902H
- Catholic Stream students also require EDUC 4705Q (0.25 credit)

The Intermediate/Senior Stream

Years 1–3

- 1.5 EDUC credits consisting of EDUC-INDG 1030H, EDUC 3050H and 4050H
- 2.5 INDG credits consisting of INDG 1001H, 2100Y, and 3350Y
- 1.0 INDG credit from INDG 2250Y or 2800Y
- 10.0 credits in addition to the above, at least 5.0 credits in the first teaching specialization and at least 3.0 credits in the second teaching specialization (or 4.0 credits if the second specialization is French)

Year 4 (including summer term)

- 6.0 EDUC credits consisting of EDUC 4200P, 4221H, 4233H, 4251H, 4252H, 4280H, 4290H, 4335H, 4337H, 4338H, 4466H, 4901H, and 4902H
- 2.0 EDUC credits from curriculum/content courses:
 - Two of EDUC 4661Y, 4664Y, 4671Y, 4672Y, 4673Y, 4674Y, 4681Y, or 4682YOr
 - One of EDUC 4661Y, 4664Y, 4671Y, 4672Y, 4673Y, 4674Y, 4681Y, or 4682Y;
 - One of EDUC 4686H, 4687H, 4688H, 4689H, 4690H, 4691H, or 4692H; and
 - EDUC 4685H
- Catholic Stream students also require EDUC 4705Q (0.25 credit)

Course Changes

New courses

- **EDUC 4338H: Math is Mathing! Concepts, Reasoning, and Engagement in Mathematics (P/J and I/S)**
This course develops mathematical proficiency across the major strands of the Ontario mathematics curriculum. Through engagement with mathematical problems and reasoning tasks, teacher candidates will strengthen their conceptual understanding, procedural fluency, and problem-solving skills whilst also preparing for the Ontario Math Proficiency Test.
- **EDUC 4685H: Integrative Curriculum Capstone (I/S)**
Teacher candidates taking a content course will complete a full unit plan in the subject area, which will include an overview, all lesson plans, teaching materials, and assessment tasks reflecting the principles of Universal Design for Learning and Assessment for, of, and as learning.

Removed from curriculum

- EDUC 4160Q: Assessment as the Foundation and Driver for Effective Teaching and Learning (P/J)
- EDUC 4170Q: Investigating the Relationship Between Assessment and Evaluation and its Application to Practice (P/J)
- EDUC 4260Q: Assessment as the Foundation and Driver for Effective Teaching and Learning (I/S)
- EDUC 4270Q: Investigating the Relationship Between Assessment and Evaluation and Its Application to Practice (I/S)
- EDUC 4300H: Alternative Settings Placement
- EDUC 4903H: Classroom Practicum Year 2
- EDUC 4904H: Classroom Practicum Year 2

Credit value from 0.5 to 0.0

- EDUC ~~4100H~~ 4100P: Supporting Literacy and Learners with Special Needs ~~Placement Practicum~~ (P/J)
- EDUC ~~4200H~~ 4200P: Supporting Literacy and Learners with Special Needs ~~Placement Practicum~~ (I/S)

Combined

- EDUC 4464H: Practicum Year 1: Developing Teaching Identity, Knowledge, and Skill (P/J and I/S; Indigenous)
and
EDUC 4465H: Practicum Year 2: Developing Teaching Identity, Knowledge, and Skill (P/J and I/S; Indigenous)
combined as
EDUC 4466H: Foundations of Teaching, Learning, and Assessment (P/J and I/S; Indigenous)
- EDUC 4701H: Practicum Year 1: Developing Teaching Identity, Knowledge, and Skill (P/J)
and
EDUC 4702H: Practicum Year 2: Developing Teaching Identity, Knowledge, and Skill (P/J)
combined as
EDUC 4705H: Foundations of Teaching, Learning, and Assessment (P/J)
- EDUC 4801H: Practicum Year 1: Developing Teaching Identity, Knowledge, and Skill (I/S)
and
EDUC 4802H: Practicum Year 2: Developing Teaching Identity, Knowledge, and Skill (I/S)
combined as
EDUC 4805H: Developing Teaching Identity, Knowledge, and Skill (I/S)

Reduced from 1.0 credit to 0.5 credit (co-requisite: EDUC 4685H)

- EDUC ~~4662Y~~ 4686H: Chemistry (I/S)
- EDUC ~~4663Y~~ 4687H: Computer Studies (I/S)
- EDUC ~~4665Y~~ 4688H: Physics (I/S)
- EDUC ~~4675Y~~ 4689H: Visual Arts: Theory and Practice (I/S)
- EDUC ~~4676Y~~ 4690H: Health and Physical Education (I/S)
- EDUC ~~4683Y~~ 4691H: Native Languages: Anishinaabemowin (Ojibwe) (I/S)
- EDUC ~~4684Y~~ 4692H: Environmental Science (I/S)

Renamed

- EDUC 4561H: Mathematics: Curriculum and Pedagogy (P/J)
- EDUC 4901H: Classroom Practicum ~~Year 1 Block A~~
- EDUC 4902H: Classroom Practicum ~~Year 1 Block B~~

For Senate Approval – Courses

#	Academic Unit	Category	Name	Details
1.	French Studies, Study of Canada / Études canadiennes	New course	FREN2238H Voix autochtones en contexte francophone / Indigenous Voices in Francophone contexts	A survey of Indigenous literatures and cultural expressions created in Francophone contexts in Canada. Through poetry, fiction, film, and song, students explore how Indigenous authors use language to express identity, memory, and resistance, while examining issues of translation, territory, and reconciliation. Prerequisite: FREN 1101H or 1102H. • Crosslisted subject: CAST • Canadian Studies Category A

The following proposals were approved under USC summer executive authority over the 2026 Summer session:

For Senate Information – Courses

#	Academic Unit	Category	Name	Details/Changes
1.	Anthropology	Change course number, title, add crosslisting	ANTH2002H Language and Culture	ANTH2311H Linguistic Anthropology • New crosslisted subject: LING
2.	Biology	Prerequisite	BIOL4510H Species-at-Risk Biology & Policy	A minimum overall average of 65% in completed BIOL/BIOC/BIOM courses and 12.0 university credits including 1.0 BIOL credit at the 3000 level, and one of BIOL-FRSC 2050H or BIOL 2260H. • Crosslisted subject: FRSC
3.	Canadian Studies, Study of Canada / Études canadiennes	New trial course	CAST3009H Culturally Aware Storytelling in Canada	This course explores the art of storytelling through an intercultural lens. Storytelling shapes how people, communities, and nations understand themselves. In the Canadian context--marked by settler colonialism, Indigenous sovereignty, racialized migration, bilingualism, and deep regional diversity--stories have been tools of both profound harm and powerful resistance. Prerequisite: 6.0 university credits. • Crosslisted subject: COMM
4.	Child & Youth Studies	Enrolment restriction	CHYS4000H Contemp Issues	Open only to students in the Child & Youth Studies program or with permission of the chair.
5.	Child & Youth Studies	Enrolment restriction	CHYS4001H Youth Justice	As above
6.	Child & Youth Studies	Enrolment restriction	CHYS4003H Inclusion and Diversity	As above
7.	Child & Youth Studies	Enrolment restriction	CHYS4004H Pathways to Wellness	As above

#	Academic Unit	Category	Name	Details/Changes
8.	Child & Youth Studies	Enrolment restriction	CHYS4006H Health Inequalities	As above
9.	Child & Youth Studies	Enrolment restriction	CHYS4007H Rights Based Cmty Engagement	As above
10.	Child & Youth Studies	Prerequisite, enrolment restriction	CHYS4008H Foundations of Counselling and Communication Skills	A minimum cumulative average of 65% and 13.0 university credits including 1.5 CHYS credits at the 3000 level. Open only to students in the Child & Youth Studies program or with permission of the chair.
11.	French Studies, Study of Canada / Études canadiennes	Change course number	FREN2151H Le français en contexte 1	New number: FREN2101H Replaces FREN2151H in: • Major and minor in French Studies • Specialization in French Writing • Prerequisite for FREN 3053H, 4053H Effective 2027AY
12.	French Studies, Study of Canada / Études canadiennes	Change course number	FREN2152H Le français en contexte 2	FREN2102H Replaces FREN2152H in: • Major and minor in French Studies • Prerequisite for FREN 3051H, 3052H, 3053H, 3150Y, 4053H Effective 2027AY
13.	History	Place course on reserve	HIST1901H Turned On: Technology, Science, and Historical Change HIST2250Y The Russian Empire HIST2360Y Canadian History Through Murder, Execution, Assassination, and Suicide from Confederation to the War on Terror (crosslisted subject: CAST) HIST3010Y Everyday History (crosslisted subject: CAST) HIST3150Y Culture and Politics in the International History of the United States, 1900-1989 HIST3560Y The Family in England, 1500-1900 HIST3580Y Witchcraft and Magic in the Western World HIST3600Y The Age of Explorations, 1300-1650 HIST3751Y The History of Crime in England (crosslisted subject: FRSC)	
14.	Languages & Linguistics	Place course on reserve	ARAB1000Y Introduction to Arabic ARAB1001H Introduction to Arabic 1 ARAB1002H Introduction to Arabic 2 ARAB2500H Arab Cultures and Identities ARAB2600H Arab Literature and Film ITAL1001H Introduction to Italian 1 ITAL1002H Introduction to Italian 2 RUSS1001H Introduction to Russian 1 RUSS1002H Introduction to Russian 2 SPAN3500H Reading Spanish	

#	Academic Unit	Category	Name	Details/Changes
15.	Languages & Linguistics	Add double-credit format	LING4020D Thesis	A specific scholarly project on a well-defined topic to be worked out in consultation with the student's Honours supervisor, typically resulting in a final paper of around 100-120 pages. Regular student/supervisor meetings will be scheduled. Prerequisite: 10.0 university credits including LING 1001H, LING 1002H, and 1.5 additional LING credits; and permission of instructor.

For Senate Information – Programs

#	Academic Unit	Category	Name	Details/Changes
1.	Biology	Change program requirements	BSc Honours in Biology	Add FRSL to the list of humanities subjects (0.5 credit required for the single-major Honours program)
2.	Health, Kinesiology	Change program requirements	Postgraduate Certificate in Health & Wellness	Decrease overall credits from 9.0 to 8.5; remove HEAL 3002H, 4001H; add HEAL 4003H (required)
3.	Languages & Linguistics	Change program requirements	Certificate in Language & Communication Sciences	Add LING 2004H (LING electives), PSYC 3460H (PSYC electives)
4.	Languages & Linguistics	Change program requirements	Option in Languages	Add INDG 3853H (INDG electives); add FRSL to 1.5 credits in language electives (restrict to 1.5 credits from FREN/FRSL)
5.	Languages & Linguistics	Change program requirements	Option in Linguistics	Add LING 2004H, 2010H (electives); replace '0.5 LING credit from LING 2010H, 2020H, or 2050H; 0.5 LING credit from LING 3010H, 3050H, 3060H, or 3070H; 0.5 additional LING credit' with '1.5 LING credits including at least 0.5 credit at the 3000 level or beyond'; add ANTH-LING 2311H, ANTH-LING-MDST 4747H to Category B
6.	Supply Chain Management	Add co-op option	BA Honours in Supply Chain Management – Co-op	Amendments to May 12, 2026 report (underlined): Students must satisfy the co-op requirements: • Minimum 70% in COOP 2000H • Minimum 65% in COOP 4000H • Minimum 75% cumulative average throughout study terms • Satisfactory work term evaluations • <u>Co-op students are exempt from the program requirement to complete 1.0 LSCM credit from LSCM 4500Y, 4600Y, or 4890Y</u> • <u>Start date: Fall 2027</u>

SENATE WORK PLAN – 2026-27

Last Updated: 16/09/2026

Senate meeting date	FOR APPROVAL	FOR COMMENT / DISCUSSION	FOR INFORMATION
September 22	-Senate Workplan 2026-27 -Committee Reports		-Decanal Awards for Teaching Excellence and Outstanding Graduate Mentorship -Call for Nominations—2027 Honorary Degrees
November 3	Committee Reports	Special Discussion Topic	-Academic Integrity annual report -Special Appeals Cttee (SAC) annual report - President's Task Force on Indigenous Strategy – Final Report
December 1	-HD Recommendations (Closed) -Committee Reports		-Call for Nominations—Eminent Service Awards -Academic Colleague Report -Provost Academic Priorities
January 26 Virtual Meeting	Committee Reports	Special Discussion Topic	
March 2	-Eminent Service Awards recommendations (Closed) -Motions re Approval of Convocation Lists -2027-28 Committee Assignments -Committee Reports		-Announcements: Ashley Fellow, Awards: Early Career Research -Academic Colleague Update -Awards: Symons Teaching, Distinguished Teaching, Distinguished Research
April 6	-2027-28 Meeting dates -Committee Reports	Special Discussion Topic	Budget Presentation
May 11	Committee Reports		-RPC Annual Report -Academic Colleague Report

Expected

Policy on Visiting Scholars
Policy on Postdoctoral Fellows
Accommodations for Students with Disabilities Policy

Major Senate Committees

Academic Planning and Policy Committee (AP&P)
Cyclical Program Review Committee (CPRC)
Graduate Studies Committee (GSC)
Research Policy Committee (RPC)
Undergraduate Studies Committee (USC)



CALL FOR NOMINATIONS HONORARY DEGREES 2027

The University Honours Subcommittee is seeking nominations for honorary degrees to be given at Convocation in June 2027.

Honorary Doctor of Letters (D.Litt.), Honorary Doctor of Laws (LL.D.) and Honorary Doctor of Science (D.Sc.) degrees are awarded to individuals in recognition of their contributions to academic life or to society as a whole.

Nominations are accepted throughout the year and an on-going list is kept by the committee for future consideration. However, to be considered for 2027, nominations for honorary degrees must be received by 4:00 p.m. on Monday, October 19, 2026.

A full description of the nomination criteria and process can be found in the [Honorary Degree Criteria & Nominations Requirements document](#).

Please see the [Honorary Degree Recipients and Stephen Stohn Eminent Service Award Recipients page](#) for a list of previous recipients of both honours. The deadline for Eminent Service Award nominations will be early February after a second call for nominations.

The Secretary of the University Honours Subcommittee will receive nominations in confidence at the contact information listed below. Please include biographical information, contact information for the nominee and a rationale detailing why Trent should honour the individual. Please be advised that, should a nomination be successful, the nominator(s) may be contacted by staff regarding public announcements (media and events).

University Honours Subcommittee
c/o Richelle Hall
Trent University
Bata Library, Suite 108.14
705-748-1387 / richellehall@trentu.ca