



Carleton University acknowledges and respects the Algonquin people, traditional custodian of the land on which the Carleton University campus is situated.

**Carleton University Senate
Meeting of November 29 2019 at 2:00 p.m.
Senate Room, Robertson Hall
AGENDA**

Open Session:

- 1. Welcome & Approval of Acting Clerk**
- 2. Approval of Agenda (open)**
- 3. Minutes:**
 - a) October 18, 2019 (Open Session)
- 4. Matters Arising**
- 5. Chair's Remarks**
- 6. Question Period**
- 7. Senate Administration: (Clerk)**
 - a. Senate membership ratification (FASS member)
- 8. Reports:**
 - a. SCCASP (Nemiroff) - including Amnesty Policy
 - b. SQAPC (D. Deugo)
- 9. CUISIC Calls to Action**
- 10. Strategic Integrated Plan Update**
- 11. SMA Update**
- 12. Coordinated Accessibility Strategy Presentation**

13. Reports for Information:

- a. Senate Executive Committee Minutes (October 8, 2019)

14. Other Business

15. Adjournment



MEMORANDUM

From: The Clerk of Senate
To: Senate
Date: November 29, 2019
Subject: Acting Clerk

The Clerk of Senate is unable to attend the November 29, 2019 Senate meeting, and is requesting the appointment of an Acting Clerk for this meeting only.

MOTION: That Senate approve the appointment of Howard Nemiroff as Acting Clerk for the Senate meeting on November 29, 2019.

Agenda

Item 3



Carleton University acknowledges and respects the Algonquin people, traditional custodian of the land on which the Carleton University campus is situated.

**Carleton University Senate
Meeting of October 18, 2019 at 2:00 pm
Senate Room, Robertson Hall**

MINUTES – OPEN SESSION

Present: S. Ajila, B.A. Bacon (Chair), O. Baysal, S. Blanchard, T. Boswell, D. Brown, J. Bruno, N. Cappuccino, A. Chandler, M. Close, T. Daniels, J. Deaville, D. Deugo, T. Di Leo Browne, K. Evans, R. Goubran, P. Gunupudi, H. Gupta, M. Haines, B. Hallgrimsson, K. Hellemans, C. Joslin, L. Kostiuik, J. Kovalio, Z. Kryworuchka, B. A. Kuzmarov (Clerk), C. Macdonald, D. Nussbaum, J. Paulson, A. Plourde, P. Rankin, M. Rooney, S. Shires, A. Shotwell, D. Siddiqi, S. Sivathayalan, E. Sloan, P. Smith, J. Tomberlin, A. Tremblay, C. Trudel, C. Viju, K. von Finckenstein, J. Voordouw, P. Wilson, J. Wolfart,

Regrets: M. Barbeau, A. Bowker, S. Boyle, J. Cheetham, C. Dion, P. Dion, D. Dragunoiu, P. Farrell, D. Gillberg, S. Moran, H. Nemiroff, B. Popplewell, W. Shi, C. Warner, Winnie Ye

Absent: A. Ahmad, L. Akagbosu, A. Courchene, C. Cruickshank, O. Hobbs, F. Hosseinian, B. Hughes, W. Jones, E. Kwan, P. Lagasse, J. Liu, R. McKay, S. Parathundiyil, M. Piché, S. Srinivasan, J. Stoner, P. Wolff

Open Session:

1. Welcome (Chair)

The Chair welcomed Senators to the open session of the meeting. It was noted that the normal set up of long rectangular rows of tables had been replaced for this meeting with eight round tables in order to facilitate discussions during the full SIP consultation.

2. Approval of Agenda

It was **MOVED** (J. Paulson, K. Evans) that Senate approve the agenda of the Open Session of the Senate meeting of October 18, 2019, as presented.

The motion **PASSED**.

3. Minutes: September 20, 2019 (open session)

It was **MOVED** (M. Haines, S. Blanchard) that Senate approve the minutes of the Open Session on September 20, 2019, as presented.

The motion **PASSED UNANIMOUSLY**.

4. Matters Arising

There were none.

5. Chair's Remarks

The Chair provided Senators with the following highlights from the past month:

- Ontario Universities Fair – 21 universities were represented and 150,000 people attended this major event. Approximately 100 Carleton faculty, staff and student volunteers provided a welcoming and responsive presence. The Chair thanked all who contributed.
- October 5 – Launch of the Dr. Marc Andrew Hewson Memorial Scholarship, to be awarded annually to an outstanding undergraduate student in the Department of English. This award was established by the Hewson family in memory of Professor Hewson who passed away in December 2018.
- October 7 – Diplomats from more than 80 countries, including almost 60 ambassadors and high commissioners, were on campus for the FPA Election Primer for Diplomats. Speakers included Carleton alumnus David Coletto from Abacus Data, and Chris Waddell from the School of Journalism and Communication.
- October 10 – Psychology Mental Health Day – 500 people registered for a full day of talks, events and workshops. The Chair thanked all who participated in this important initiative.
- October 5 – 13: The Department of Biology presented its 20th anniversary Butterfly Show. As a bonus, visitors also were able to witness the rare once-

in-a lifetime giant bloom of a Queen Victoria agave plant in the greenhouse.

- Carleton was proud to partner with CBC this month on the “My Vote Our Future” campaign to encourage students to vote in the upcoming federal election.
- The 2020 Maclean’s University Rankings presented good news for Carleton University. Carleton placed in the Top 5 of the Comprehensive University category, along with Guelph, Waterloo, Simon Fraser and the University of Victoria. Carleton also placed 3rd out of 15 universities in student satisfaction, and 4th for research citations. Carleton was ranked 9th on reputation, which indicates room for improvement in communicating our importance and amplifying our message.
- The CUISIC Task Force is wrapping up its work and will proceed with a public posting of its draft recommendations, to solicit further comments. These recommendations will be presented to Senate at the next meeting in November.
- The Strategic Integrated Planning process is proceeding on schedule. A number of public talks and events have been scheduled, and a public consultation with Senate is on the agenda for the meeting today. The Strategic Mandate Agreement (SMA) process has begun in parallel with the SIP. A preliminary meeting with the Ministry is scheduled for early November, and an update will be provided to Senators later in today’s meeting.
- Fall Convocation is November 9, 2019. The Chair invited everyone to attend and participate, and reminded faculty members that the deadline to register for the academic procession is October 23.

6. Question Period

No questions were submitted in advance.

7. Senate Administration: (Clerk)

a. Senate & Senate Committee membership ratifications

One faculty nomination for Senate and several student nominations for positions on committees were presented to Senate for ratification. The Clerk noted that moving forward, Senate and Senate committee membership ratifications will be presented through the Senate Academic Governance Committee, according to the changes implemented through the Senate Committee Review in 2018-19.

It was **MOVED** (B. Appel Kuzmarov, M. Close) that Senate ratify the new Senate and Senate committee appointments, as presented.
The motion **PASSED**.

b. Convocation Dates for 2021 – 2025

Dates for Spring and Fall Convocations from 2021 to 2025 were presented to Senate for approval.

It was **MOVED** (B. Appel Kuzmarov, J. Bruno) that Senate approve the proposed convocation dates, as presented.
The motion **PASSED**.

8. Reports:

a. Senate Academic Governance Committee - SAGC (Clerk)

The Clerk updated Senate on the work of Senate Academic Governance Committee, which has met twice this term to review student nominations to Senate committees. The SAGC work plan for this year will include completing the work of the Senate Committee Review, reviewing and updating Senate policies, and making updates to the Academic Governance of the University (AGU), plus any other governance items brought to the committee through Senate.

b. Senate Quality Assurance and Planning Committee - SQAPC (D. Deugo)

The Chair of the committee, Dwight Deugo, presented an update on SQAPC membership and activities. The first meeting of this new committee was held on October 17. Committee members reviewed a variety of Quality Assurance documents including final assessment reports, action plans, midway reports and alignment efforts. The Chair praised the members for their level of engagement and noted that the committee will continue to meet twice per month moving forward.

9. Strategic Integrated Plan Consultation

Senators participated in a SIP Consultation session, presented by the Task Force co-chairs, and facilitated by the Office of Quality Initiatives. The consultation was structured around a series of questions and themes that Senators discussed

at their tables. A full hour was devoted to this process and input was captured by the co-chairs and facilitators.

10. SMA Update

President Benoit-Antoine Bacon and Deputy Provost Lorraine Dyke provided an update on the SMA3 (Strategic Mandate Agreement) process. The presentation included an updated detailed timeline, a list of the 10 metrics defined by the Ministry, and a several slides devoted to lists of Carleton University Initiatives relevant to individual metrics.

Discussions focussed on the limitations of the metrics in defining and representing all of Carleton's strengths, in particular around community engagement and impact. One Senator suggested that the institutional profile might clarify that the core business of Carleton is the advancement of knowledge, rather than the advancement of business or economic outcomes. A suggestion was made to add a slide to better define our commitment to research and social impact towards the beginning of the presentation.

11. Reports for Information:

a. Senate Executive Committee Minutes (September 9, 2019)

There were no comments or questions and there was no discussion of this item.

12. Other Business

There was no other business.

13. Adjournment

The meeting was adjourned at 4:00 pm.

Agenda

Item 6

Question Period Submissions Carleton University Senate: Meeting of November 29, 2019

Questions from J. Paulson

1) A colleague in FASS received an odd phone call recently from the new Manager of Student Conduct and Harm Reduction regarding a student's grade, and asked that I enquire at Senate as to what role this person is playing in relation to university academics generally and professors specifically. Part of this staff member's job description includes that the manager is supposed to "persuade" — does this include persuading professors and instructors? Is the job to advocate for students by calling profs? Suggesting accommodations should be considered or grades be changed outside of the usual structures of the PMC and the Dean's office? If this office is to play an intervening role in university academics, has this been cleared by Senate?

2) We need to have a clear discussion about FGPA's actual or perceived policies regarding time-to-completion, extensions, leaves of absence, and the policies concerning exemptions from those norms. My perception, shared by a number of FASS colleagues whom I represent, is that the actual Senate-approved policies are vague, yet for the last few years have imposed strictly and with a Draconian one-size-fits-all approach. a) Which FGPA policies regarding times-to-completion and extension are Senate policies, and which are internal to FGPA? b) The university claims to care about mental health, yet still imposes a three-term limit for LOAs for health leave. Why? (This makes no sense to me.) c) Timelines for completion that force FASS students to complete under time schedules designed for science labs place unreasonable pressure on our students and simply encourage a lack of rigour, minimal fieldwork, and fast/shoddy scholarship. Will FGPA work with Senate to revise our approach?

Thanks! Justin

--Dr. Justin Paulson Associate Professor Department of Sociology and Anthropology

Agenda

Item 7

Senate Membership Ratifications for 2019/20

November 29, 2019

MOTION: That Senate ratify the new Senate appointments, as presented.

SENATE:

- Julia Sinclair-Palm (FASS)

Agenda

Item 8a

SCCASP



MEMORANDUM
From the Senate Committee on
Curriculum, Admission and Studies Policy

To: Senate
From: Howard Nemiroff, Chair of SCCASP
Date: November 29, 2019
Subject: 2020-21 Academic Regulations Changes

For Senate approval

1. TBD 1585 CO-OP BENG Admission & Continuation

Motion: That Senate approves the revisions to regulation TBD 1585 R-UG-COOP-BENG for the 2020-21 Undergraduate calendar as presented.

Attachment(s): *TBD 1585 CO-OP BENG Admission & Continuation*

2. TBD 1993: R-UG-5.5 Change of Grade

Motion: That Senate approves the revisions to Reg 5.5 for the 2020-21 Undergraduate calendar as presented.

Attachment(s): *TBD 1993: R-UG-5.5 Change of Grade*

3. TBD 1800: R-GR-General Regulations

Motion: That Senate approves the revisions to Reg 10.4 for the 2020-21 Graduate calendar as presented.

Attachment(s): *TBD-1800 R-GR-General Regulations*

For Discussion

1. Amnesty Motion: Carleton University Senate Policy on the Academic Implications of Labour Disputes Nov 29, 2019

Attachment(s): *Senate Policy on Labour Disputes*

For Information

1. Concentration Definition – Glossary
Attachment: *Concentration; 3.1.7 Concentration*
2. Draft Multi Year Academic Schedule 2020 – 2027
Attachment(s):

Master Schedule Fall 2020 to Winter 2027; Master Schedule Summer 2021 to 2027

3. Academic Year Schedules 2019/20;
4. Attachment(s): *2020-21 Fall-Win-Sum Academic Schedule*

Date Submitted: 11/12/19 2:41 pm

Viewing: **TBD-1585 : R-UG-COOP-B.ENG**
Admission and Continuation Requirements

Last approved: 10/29/18 3:45 pm

Last edit: 11/12/19 2:41 pm

Last modified by: sarahcleary

Changes proposed by: sarahcleary

In Workflow

1. REGS COOP UG Review
2. PRE SCCASP
3. SCCASP
4. Senate
5. PRE CalEditor
6. CalEditor

Approval Path

1. 11/12/19 2:37 pm
Sarah Cleary
(sarahcleary): Rollback to Initiator
2. 11/15/19 9:16 am
Kathleen Hickey
(kathleenhickey):
Approved for REGS COOP UG Review
3. 11/15/19 11:35 am
Sarah Cleary
(sarahcleary): Approved for PRE SCCASP

History

1. Mar 28, 2017 by Sandra Bauer (sandrabauer)
2. Mar 29, 2017 by Sandra Bauer (sandrabauer)
3. Apr 21, 2017 by Sandra Bauer (sandrabauer)
4. Jul 18, 2017 by Sandra Bauer (sandrabauer)
5. Apr 6, 2018 by Mike Labreque (mikelabreque)
6. Apr 11, 2018 by Mike Labreque (mikelabreque)
7. Oct 29, 2018 by Mike Labreque (mikelabreque)

Calendar Pages Using this Program

[Engineering](#)
[Co-operative Education](#)

Effective Date 2020-21

Workflow **majormod** ~~minormod~~

Program Code	TBD-1585
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: COOP
Degree	
Title	R-UG-COOP-B.ENG Admission and Continuation Requirements

Program Requirements

In addition to the following:

1. Registered as a full-time student in the Engineering program
2. An overall CGPA of 8.00 or higher;
3. Successfully completed all required first **and second** year courses ~~including CCDP-2100~~ before beginning the first work **term; term;**
4. Students must be eligible for third-year standing when they return for a study term after their first work placement.

Students in all Bachelor of Engineering concentrations must successfully complete four (4) work terms to obtain the co-op designation.

Work Term Courses:

Aerospace Engineering and Mechanical Engineering, Biomedical and Mechanical Engineering:

[MAAE 3999](#) [0.0] Co-operative Work Term

Architectural Conservation and Sustainability Engineering:

[CIVE 3999](#) [0.0] Co-operative Work Term

or [ENVE 3999](#) [0.0] Co-operative Work Term

Civil Engineering

[CIVE 3999](#) [0.0] Co-operative Work Term

Communications Engineering, Computer Systems Engineering and Software Engineering:

[SYSC 3999](#) [0.0] Co-operative Work Term

Biomedical and Electrical Engineering, Electrical Engineering and Engineering Physics:

[ELEC 3999](#) [0.0] Co-operative Work Term

Environmental Engineering

[ENVE 3999](#) [0.0] Co-operative Work Term

Sustainable and Renewable Energy Engineering

[ELEC 3999](#) [0.0] Co-operative Work Term

[MAAE 3999](#) [0.0] Co-operative Work Term

(depending on student's stream)

Work/Study Patterns

Year 1		Year 2		Year 3		Year 4		Year 5	
Term	Pattern	Term	Pattern	Term	Pattern	Term	Pattern	Term	Pattern
Fall	S	Fall	S	Fall	S	Fall	W	Fall	S
Winter	S	Winter	S	Winter	S	Winter	W	Winter	S
Summer	**O	Summer	O/W	Summer	W	Summer	W		

Electrical Engineering, Engineering Physics

Year 1		Year 2		Year 3		Year 4		Year 5	
Term	Pattern	Term	Pattern	Term	Pattern	Term	Pattern	Term	Pattern
Fall	S	Fall	S	Fall	W	Fall	W	Fall	S
Winter	S	Winter	S	Winter	S	Winter	W	Winter	S
Summer	**O	Summer	W	Summer	S	Summer	W		

Biomedical and Electrical Engineering, Computer Systems Engineering, Software Engineering

Year 1		Year 2		Year 3		Year 4		Year 5	
Term	Pattern	Term	Pattern	Term	Pattern	Term	Pattern	Term	Pattern
Fall	S	Fall	S	Fall	S	Fall	W	Fall	S
Winter	S	Winter	S	Winter	W	Winter	S	Winter	S
Summer		Summer	W	Summer	W	Summer	W		

New Resources

No New Resources

Summary

Edited language for section 3 which removed CCDP 2100 requirement.

Rationale for change

CCDP 2100 has been moved from second year requirements to third year requirements for some of the engineering programs. A new ECOR course has been introduced for fall 2019 which has a project component. It will require the students to be leading one of the projects, to make a presentation and to have a report. We intend to get the CCDP 2100 team involved with that project for evaluation. CCDP 2100 is planned to be revised to include the experience of leadership and presentation from the ECOR courses (as per Jerome).

Transition/Implementation

As CCDP 2100 was from second year requirements to third year requirements for the 2019-2020 calendar, but the co-op requirements are not being updated until the 2020-21 calendar, students that are affected by this change will be granted exceptions by the Co-op office (as per Trish L.).

Program reviewer comments

sarahcleary (11/12/19 2:37 pm): Rollback: Change to major mod.

New Program Proposal

Date Submitted: 11/18/19 10:56 am

Viewing: **TBD-1993 : R-UG-5.5 Change of Grade**

Last edit: 11/21/19 10:01 am

Last modified by: dottynwakanma

Changes proposed by: sarahcleary

In Workflow

1. REGS RO UG Review
2. PRE SCCASP
3. SCCASP
4. Senate
5. PRE CalEditor
6. CalEditor

Approval Path

1. 11/21/19 10:02 am
Dotty Nwakanma
(dottynwakanma):
Approved for REGS RO
UG Review

Calendar Pages Using this Program [Grading](#)

Effective Date	2020-21
Workflow	majormod
Program Code	TBD-1993
Level	Undergraduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-UG-5.5 Change of Grade

Program Requirements

5.5 Change of Grade

Final grades are posted after grades are approved. Once posted, final grades may only be changed through informal or formal appeals of grade processes. (see Sections 3.3.4 and 3.3.5 of the undergraduate calendar).

Any instructor-initiated changes beyond the formal and informal appeal process must be completed by the instructor and approved by the faculty dean, or designate within 6 months of the last day of the exam period.

Any changes beyond this 6 month period must be initiated after consultation with the faculty dean or designate.

Unless an appeal has been initiated prior to the awarding of a degree, grades that have been used towards the awarding of a degree are not eligible for a change of grade.

New Resources

No New Resources

Summary

Adding new regulation as per Associate Registrar.

Rationale

Transition/Implementation

Program reviewer
comments

dottynwakanma (11/21/19 10:01 am): Edits made per SCCASP

Key: 1993

Date Submitted: 11/21/19 12:25 pm

Viewing: **TBD-1800 : R-GR-General Regulations: 10. Grading System**

Last approved: 12/22/17 11:37 am

Last edit: 11/21/19 12:25 pm

Last modified by: dottynwakanma

Changes proposed by: dottynwakanma

In Workflow

1. REGS RO GR Review
2. GRAD FBoard
3. PRE SCCASP
4. SCCASP
5. Senate
6. PRE CalEditor
7. CalEditor

History

1. Nov 15, 2017 by Sandra Bauer (sandrabauer)
2. Nov 15, 2017 by Sandra Bauer (sandrabauer)
3. Dec 22, 2017 by Mike Labreque (mikelabreque)

Calendar Pages Using this Program [General Regulations](#)

Effective Date	2020-21
Workflow	majormod minormod
Program Code	TBD-1800
Level	Graduate
Faculty	Not Applicable
Academic Unit	Regulations: RO
Degree	
Title	R-GR-General Regulations: 10. Grading System

Program Requirements

10. Grading System

10.1 Letter Grades

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage

conversion is below. Grade points indicated are for courses with 1.0 credit value. Where the course credit is greater or less than one credit, the grade points are adjusted proportionately.

Grade	Point Equivalence	Grades	
			Percentage Conversion
A+	12		90-100
A	11		85-89
A-	10		80-84
B+	9		77-79
B	8		73-76
B-	7		70-72
C+	6		67-69
C	5		63-66
C-	4		60-62
D+	3		57-59
D	2		53-56
D-	1		50-52
F	0		less than 50

In cases where the final examination is not written and was not explicitly a requirement to successfully complete the course, the cumulative grade earned on term work without the missing examination will be assigned.

If the grade conversion deviates from the percentage conversion presented above, the faculty member must notify the class in the course outline.

10.2 Other Grading Notations

Other grades and notations in current use by the university are as follows:

Notations	
Notation	Description
AUD	AUD. No Academic Credit, no impact on CGPA. Audit indicates the course was taken for interest and not for academic credit.
CEX	Current International Exchange. An interim notation.
CLP	Current Letter of Permission. An interim notation.
CTN	Continuing. No academic credit and no impact on the CGPA. Assigned by the Registrar's Office to the first half of a course taught consecutively over two terms.
CUR	Current registration. An interim notation assigned by the Registrar's Office to indicate the student is currently registered in the course.
DEF	Deferred Final Examination and/or final course work. An interim notation administratively assigned by the Registrar's Office upon approval of a request to write a deferred final examination or defer submission of final course work. DEF must be replaced by a final grade within the prescribed time or be replaced with F.
F	Failure. The grade of F is assigned when the student has failed to meet the conditions of "satisfactory performance" defined in the Course Outline. F carries 0.0 grade points.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration. At the graduate level, a graduate thesis, research essay, independent research project or comprehensive examination has not been completed by the end of the period of registration. The IP notation may also be used at the graduate level when a research seminar has not been completed by the end of the period of registration provided the research seminar has been approved by Graduate Faculty Board as being eligible for the use of this notation. In the case of re-registration in any of the above courses, the IP notation will remain; a final grade will normally be assigned in the final period of registration. Where there is no re-registration in any of the above courses, the IP notation must be replaced with an appropriate notation or grade within the prescribed time period, or be replaced by a notation of WDN.
SAT	Satisfactory performance in an ungraded program requirement, option or course taken on Letter of Permission or International Exchange. SAT has no impact on the CGPA calculation.

Notation	Description
UNS	Unsatisfactory performance in an ungraded program requirement, option or course taken on a Letter of Permission or International Exchange. UNS has no impact on the CGPA calculation.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

10.3 Release of Grades

Students may access grades through the Carleton Central Student registration system at <http://carleton.ca/registrar/registration> as soon as the grades are available after the end of the fall and winter terms of the fall/winter session and after the end of the spring/summer session.

10.4 Change of Grade

Final grades are posted after grades are approved. Once posted, final grades may only be changed through informal or formal appeals of grade processes (see General Regulation 15 of the Graduate calendar).

Any instructor-initiated changes beyond the formal and informal appeal process must be completed by the instructor and approved by the faculty dean, or designate within 6 months of the last day of the exam period.

Any changes beyond this 6 month period must be initiated after consultation with the faculty dean or designate.

Unless an appeal has been initiated prior to the awarding of a degree, grades that have been used towards the awarding of a degree are not eligible for a change of grade.

10.5 ~~10.4~~ Transcripts

Students are advised that no official transcripts will be released by the University until all outstanding accounts have been paid.

New Resources	No New Resources
Summary	Adding change of grade regulation, per SCCASP.
Rationale for change	
Transition/Implementation	

Program reviewer
comments

1 Definitions and Application

- 1.1 For the purposes of this policy, “Labour Disruption” means when academic activities are substantially interrupted as a result of a strike or lockout at Carleton University.
- 1.2 The term "academic activities" includes any work subject to evaluation or necessary for a student to meet the requirements and learning outcomes of a course or program of study.
- 1.3 Labour Disruptions of 10 or fewer calendar days will continue to be governed by normal academic regulations and policies.
- 1.3.1 In the case of such brief Disruptions, *individual faculty* are in the best situation to determine, in the first instance, the extent to which their courses, seminars, graduate supervision, labs, practica, etc., have been affected by a Disruption and what remedial action may be implemented.
- 1.4 In determining whether an interruption to academic activities is substantial, the following factors will be considered by Senate Executive:
 - 1.4.1 the duration and point in the term or session in which the Labour Disruption occurred;
 - 1.4.2 the availability of physical and instructional resources;
 - 1.4.3 the impact on the attendance of students, instructors, and other necessary participants;
 - 1.4.4 the impact of timing and sequence of evaluations such as examinations, practica, assignments and presentations.

2 Policy

2.1 Academic Standards and Quality

During a Labour Disruption, no dilution of standards normally expected of students should be permitted. Diminution in the instructional or supervisory support given to students should be minimized to the extent possible.

2.2 Accommodation for Students

- 2.2.1 Students who cannot participate in academic activities because they are unable to do so because of a Labour Disruption may be entitled to appropriate accommodations which could include reasonable alternative access to materials covered in their absence, reasonable extensions of deadlines, and such remedy as Senate deems necessary and consistent with the principle of maintaining high academic standards and quality for all programs.
- 2.2.2 Remedies shall not alter academic standards associated with the missed academic activities, including the course learning objectives and learning outcomes. Students are not relieved from the responsibility for mastering the materials covered and fulfilling course and program requirements.
- 2.2.3 The availability of a remedy under this policy does not guarantee students the same learning experience as they would have received in the absence of a Labour Disruption.
- 2.2.4 When programs are delivered across different academic institutions, we will endeavor to accommodate within constraints defined by partner institutions.

2.3 Timely Information

Students, staff and faculty will be informed in a timely manner of changed requirements, rescheduled academic activities, and procedures that will be in effect at the conclusion of the Labour Disruption.

- 2.3.1** The Provost is authorized to distribute information to ensure actions consistent with the principles of academic integrity and fairness to students are followed.

3 Procedures

3.1 Communication and Dissemination of Information

- 3.1.1 When a Labour Disruption of 11 or more calendar days occurs, Senate Executive:
- 3.1.1.1 will convene the Provost's Advisory Committee on the Continuity of Academic Operations (Academic Continuity Committee). The Academic Continuity Committee is chaired by the Vice Provost, and consists of the Vice- President (Students and Enrolment), Associate Vice President (Teaching and Learning) and Academic Deans. The committee shall oversee the process of determining, directing and implementing the necessary remedial actions. The Academic Continuity Committee shall provide regular updates to Senate Executive;
 - 3.1.1.2 shall ensure that the normal informational channels are alerted, so that Senate Policies and decisions will be reported widely and accurately;
 - 3.1.1.3 shall post an appropriate notice to remind or notify students, staff, faculty, Faculty Boards, Chairs, Directors, and Deans of their respective roles in giving effect to this Senate Policy;
 - 3.1.1.4 consider whether posting a notice regarding the possibility of rescheduling and/or term extension following the conclusion of the Labour Disruption is required;
 - 3.1.1.5 shall request the Registrar use best efforts to inform and update relevant external bodies about the Labour Disruption;
 - 3.1.1.6 shall request University administrators use best efforts to have externally imposed administrative deadlines extended if needed, specifically around the potential unavailability of Registrarial documents;
 - 3.1.1.7 shall request the University Librarian disseminate information about the impact of a Labour Disruption on access to collections and services;
 - 3.1.1.8 will ensure that any adjustments of academic deadlines be announced widely; and
 - 3.1.1.9 will ensure that the University continually monitors and updates its external communications so that all relevant matters academic are clearly communicated.

3.2 Labour Disruptions

- 3.2.1 Senate Executive will receive reports from the Provost on the impact of the Labour Disruption.
- 3.2.2 If a Labour Disruption necessitates an extension or modification to the academic term, including the examination schedule, then Senate Executive shall, after consultation with the Academic Continuity Committee, recommend to Senate such changes to the academic term.
- 3.2.3 If a Labour Disruption continues to a point where no feasible remedy consistent with the principles of Academic Standards and Quality is available, then, Senate Executive shall, after consultation with the Academic Continuity Committee, recommend to Senate that credit not be given for the course(s).

3.2.4 When the Labour Disruption ends, Senate Executive shall declare and give direction to the Academic Continuity Committee to give notice to students, staff, faculty, Faculty Boards, Chairs, Directors, and Deans of the procedures then in effect under this policy.

3.3 Petitions and Appeals

Normal petition and appeal procedures shall apply to deal with academic issues arising from a Labour Disruption.

3.1.7 Program Structure

Program Elements

The courses that make up a program are separated into certain standard categories that give the program its structure, allow effective assessment of the student's progress and permit the inclusion of additional notations on the transcript and diploma.

Major

In most programs certain course credits are identified as constituting the Major. The Major specifies the required course credits in one or more defined disciplines, themes, or fields that are the principal focus of a student's program. The Academic Performance Evaluation described below makes use of this distinction by calculating a Major average as well as an Overall average. A Combined Honours program may be structured with two Majors, one in each contributing discipline or, in some cases, as a single Major. A multidisciplinary program is structured as a single Major drawing together courses from several disciplines.

Note that the use of the term Major as a program element, above, is distinct from the degree program called Major (e.g. B.Sc.Major).

Core

Some programs specify a limited set of credits that constitute a Core. These are courses of special importance to the program and are subject to specific CGPA requirements.

Concentration or Specialization

A Concentration or Specialization is a defined set of courses which provides a student with specific expertise, knowledge and/or practice and so further distinguishes the program in a recognizable way. The credits in the concentration or specialization may or may not be part of the Major. The minimum number of credits for a concentration or specialization at the undergraduate level is 3.5. Successful completion of a concentration or specialization is recorded on the diploma.

Stream

A Stream is a pattern of courses within the program that guides the student's studies and is distinctive from other patterns, but does not result in a designation on the diploma.

Additions to a Program

Option

An Option is an addition to a program, the pursuit of which does not affect eligibility for the degree without the Option. Registration in the Option does not change the degree requirements. An example is the Co-operative Education Option.

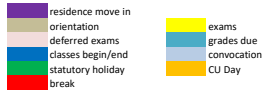
Other additions to a program that do interact with program requirements include: *Mention : français* (see the Academic Regulations for the Bachelor of Arts), concurrent certificates and concurrent diplomas.

Minor

A Minor is a defined set of courses in a discipline or field that either introduces or extends knowledge of that discipline or field. A Minor may have its own admission requirements. Minors are only available to students already registered as Carleton degree students. Each Minor requires at least 4.0 and at most 5.0 credits. In some circumstances, credits in excess of those required for the main degree may be required to complete the Minor. A maximum of two credits may count toward both the Minor and the Major or Majors of a student's program.

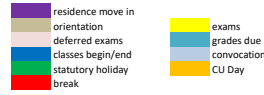
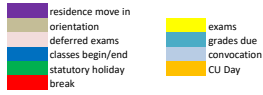
3.1.8 University Year Standing

Students in degree programs are given a Year Standing according to the number of credits completed with passing grades and counting towards the degree. The categories are as follows:



APPROVED OPTION 2 WITH SCAASP PROPOSED ADJUSTMENTS

SCAASP approved on August 19, 2019
SCAASP approved Revision on October 15, 2019 to move Fall term exam in January 2021 and January 2022 by one week later



2020 - Option 2 (2026)						
September						
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2022						
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2024						
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2025						
August						
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31						

2026						
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December						
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31						

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29	30	31				

December						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

62 teaching days
Reg deadline Sept 23 (10 teaching day but 2nd Monday)
Orientation - Sept 8
***12 days for final exams and no break between last day**
University closed Dec 25-Jan 1
***December 11 follows a Monday schedule**

62 teaching days
Reg deadline Sept 20 (10 teaching days)
Orientation - Sept 7
***13 days for final exams and no break between last day**
University closed Dec 25-Jan 1
***December 10 follows a Monday schedule**

62 teaching days
Reg deadline Sept 19 (10 teaching days)
Orientation - Sept 6
13 days for final exams
University closed Dec 25-Jan 1
***December 9 follows a Monday schedule**

62 teaching days
Reg deadline Sept 19 (10 teaching days)
Orientation - Sept 5
13 days for final exams
University closed Dec 25-Jan 1
***December 8 follows a Monday schedule**

6

2021						
May						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

*June 18 follows a Monday schedule

31 teaching days
 early reg deadline May 13, full reg deadline May 18
 last day to wdw financial early and full May 21

July						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 teaching days
 late summer reg deadline July 9
 last day to wdw financial late summer July 23

■ break	■ exams
■ deferred exams	■ grades due
■ classes begin/end	■ convocation
■ statutory holiday	

2022						
May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

June						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

*June 17 follows a Monday schedule

31 teaching days
 early reg deadline May 12, full reg deadline May 19
 last day to wdw financial early and full May 20

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 teaching days
 late summer reg deadline July 11
 last day to wdw financial late summer July 22

2023						
May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

*June 16 follows a Monday schedule

31 teaching days
 early reg deadline May 11, full reg deadline May 18
 last day to wdw financial early and full May 19

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**July 1 Holiday

*August 14 follows a Monday Schedule
 31 teaching days
 late summer reg deadline July 11
 last day to wdw financial late summer July 21

2024						
May						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 teaching days
 early reg deadline May 13, full reg deadline May 21
 last day to wdw financial early and full May 24

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

*August 14 follows a Monday Schedule
 31 teaching days
 late summer reg deadline July 9
 last day to wdw financial late summer July 19

2025						
May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

June						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 teaching days
 early reg deadline May 12, full reg deadline May 20
 last day to wdw financial early and full May 23

July						
S	M	T	W	T	F	S
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August						
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16	17	18	19	20	21	22
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30	31					

*August 14 follows a Monday Schedule
 31 teaching days
 late summer reg deadline July 9
 last day to wdw financial late summer July 18

2026						
May						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

*June 18 follows a Monday schedule

31 teaching days
 early reg deadline May 13, full reg deadline May 20
 last day to wdw financial early and full May 22

July						
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August						
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30	31					

*August 14 follows a Monday Schedule
 31 teaching days
 late summer reg deadline July 9
 last day to wdw financial late summer July 17

2027						
May						
S	M</					

The Academic Year – 2020-21 Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website (carleton.ca/registration).

The academic year is divided into three terms:

Summer term: May - August

Fall term: September - December

Winter term: January – April

Courses are offered in the following patterns:

Early summer: May - June

Late summer: July - August

Full summer: May - August

Fall term: September - December

Winter term: January - April

Fall/winter: September - April

Courses are offered during the day and in the evening.

Date	Activity
FALL TERM 2020	
September 1, 2020	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2020	Deadline for course outlines to be made available to students registered in fall and fall/winter term courses
September 7, 2020	Statutory holiday. University closed.

Date	Activity
September 8, 2020	<p>Academic orientation (undergraduate and graduate students). Orientation for new Teaching Assistants.</p> <p>All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.</p>
September 9, 2020	Fall term begins. Fall and fall/winter classes begin.
September 23, 2020	<p>Last day of registration for fall term and fall/winter courses.</p> <p>Last day to change courses or sections (including auditing) for fall term and fall/winter courses.</p> <p>Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2020 and must register for the fall 2020 term.</p>
September 18-20, 2020	Full and late summer term deferred final examinations to be held.
September 30, 2020	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
October 9, 2020	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 12, 2020	Statutory holiday. University closed.
October 15, 2020	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from

Date	Activity
	applicants whose documents originate from outside Canada or the United States.
October 26-30, 2020	Fall break, no classes.
November 13, 2020	Last day to request Formal Examination Accommodation Forms for December examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
November 15, 2020	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 27, 2020	Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 1, 2020	<p>Last day for receipt of applications from potential winter (February) graduates.</p> <p>Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.</p>
December 11, 2020	<p>Fall term ends.</p> <p>Last day of fall term classes.</p> <p>Classes follow a Monday schedule.</p> <p>Last day for take home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p>

Date	Activity
	<p>Last day for academic withdrawal from fall term courses.</p> <p>Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.</p> <p>Last day for receipt of applications for undergraduate degree program transfers for winter term.</p>
December 12-23, 2020	<p>Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held.</p> <p>Examinations are normally held all seven days of the week.</p>
December 23, 2020	<p>All take home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p>
December 25, 2020 through January 1, 2021 inclusive	<p>University closed.</p>

Date	Activity
WINTER TERM 2021	
December 30, 2020	Deadline for course outlines to be made available to students registered in winter term courses
January 4, 2021	University reopens.
January 6, 2021	Winter term classes begin.
January 20, 2021	<p>Last day for registration for winter term courses.</p> <p>Last day to change courses or sections (including auditing) for winter term courses.</p> <p>Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in winter 2021 and must register for the winter 2021 term.</p>
January 22-24, 29-31, 2021	Fall term deferred final examinations will be held.
January 31, 2021	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
February 1, 2021	Last day for receipt of applications for admission to the Bachelor of Architectural Studies and the Bachelor of Social Work degree programs for the fall/winter session.
February 12, 2021	April examination schedule available online.
February 15, 2021	Statutory holiday. University closed.

Date	Activity
February 16-19, 2021	Winter Break, no classes.
March 1, 2021	<p>Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.</p> <p>Last day for receipt of applications to Bachelor of Humanities, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Journalism, Bachelor of Journalism and Humanities, and the Bachelor of Music degree programs for the fall/winter session.</p> <p>Last day for receipt of applications for admission to an undergraduate program for the summer term.</p> <p>Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).</p>
March 12, 2021	Last day to request Formal Examination Accommodation Forms for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 26, 2021	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter courses before the official examination period (see Examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2021	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session, from candidates whose documents originate outside Canada or the United States, except for applications due February 1 or March 1.

Date	Activity
	Last day for receipt of applications from potential spring (June) graduates.
April 2, 2021	Statutory holiday. University closed.
April 9, 2021	<p>Winter term ends.</p> <p>Last day of fall/winter and winter term classes.</p> <p>Last day for take home examinations to be assigned, with the exception of those conforming to the Examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p> <p>Last day for academic withdrawal from fall/winter and winter term courses.</p> <p>Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for fall/winter and winter term courses.</p>
April 10, 2021	No classes or examinations take place.
April 11-23, 2021	Final examinations in winter term and fall/winter courses may be held. Examinations are normally held all seven days of the week.
April 23, 2021	All take home examinations are due on this day, with the exception of those conforming to the Examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
May 1, 2021	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.

Date	Activity
May 14, 2021	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in spring 2021 and must register for the summer 2021 term.
May 14- 26, 2021	Fall/winter and winter term deferred final examinations will be held.
June 1, 2021	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due February 1 or March 1 or April 1.
June 15, 2021	Last day for receipt of applications for undergraduate degree program transfers for the fall term.

Date	Activity
SUMMER TERM 2021	
March 1, 2021	Last day for receipt of applications for admission to an undergraduate degree program for the summer term.
April 29, 2021	Deadline for course outlines to be made available to students registered in early and full summer courses.
May 1, 2021	Last day for receipt of applications for undergraduate degree program transfers for the summer term.
May 6, 2021	Early summer and full summer classes begin.
May 13, 2021	Last day for registration and course changes (including auditing) for early summer courses.
May 14, 2021	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in spring 2021 and must register for the summer 2021 term.
May 20, 2021	Last day for registration and course changes (including auditing) for full summer courses.
May 21, 2021	Last day to withdraw from early summer and full summer courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
May 14-26, 2021	Fall/winter and winter term deferred final examinations will be held.
May 24, 2021	Statutory holiday. University closed.
May 28, 2021	Last day to request Formal Examination Accommodation Forms for June examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

June 11, 2021	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, for early summer courses before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
June 18, 2021	<p>Last day of early summer classes. (NOTE: full summer classes resume July 2.)</p> <p>Last day for take home examinations to be assigned, with the exception of those conforming to the Examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p> <p>Classes will follow a Monday schedule.</p> <p>Last day for academic withdrawal from early summer courses.</p> <p>Last day for handing in term assignments, subject to any earlier course deadline.</p>
June 19-20, 2021	No classes or examinations take place.
June 21-27, 2021	Final examinations in early summer courses and mid-term examinations in full summer courses may be held. Examinations are normally held all seven days of the week.
June 25, 2021	Deadline for course outlines to be made available to students registered in late-summer courses.
June 27, 2021	All take home examinations are due on this day, with the exception of those conforming to the Examination regulations in the Academic Regulations University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
July 1, 2021	Statutory holiday. University closed.

July 2, 2021	Late summer classes begin. Full summer classes resume.
July 9, 2021	Last day for registration and course changes (including auditing) for late summer courses.
July 23, 2021	Last day to withdraw from late summer courses with a full fee adjustment.
July 16-18, 2021	Early summer term deferred final examinations to be held.
July 30, 2021	Last day to request Formal Examination Accommodation Forms for August examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
July 23, 2021	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
August 2, 2021	Statutory holiday. University closed.
August 9, 2021	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, before the official examination period (see Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
August 16, 2021	<p>Last day of late summer and full summer classes.</p> <p>Last day for take home examinations to be assigned, with the exception of those conforming to the Examination Regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p> <p>Last day for academic withdrawal from late summer and full summer courses and any other courses that end this term.</p> <p>Last day for handing in term assignments, subject to any earlier course deadline.</p>

August 17-18,
2021

No classes or examinations take place.

August 19-25,
2021

Final examinations in late summer and full summer courses may be held. Examinations are normally held all seven days of the week.

August 25, 2021

All take home examinations are due on this day, with the exception of those conforming to the Examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

September 17-19,
2021

Full and late summer term deferred final examinations to be held.

Agenda

Item 8b

SQAPC

DATE: November 29, 2019

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair, Senate Quality Assurance and Planning Committee

RE: Final Assessment Reports and Executive Summaries

Background

The Final Assessment Reports and Executive Summaries are provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

Documentation

Covering memorandums, along with the Final Assessment Reports and Executive Summaries (including the action plans), are provided for consideration and approval.

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Reports and Executive Summaries. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes. These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Omnibus Motion

In order to expedite business with the multiple Final Assessment Reports and Executive Summaries that are subject to Senate approval at this meeting, the following omnibus motion will be moved. Senators may wish to identify any of the programs that they feel warrant individual discussion that will then not be covered by the omnibus motion. Independent motions as set out in the individual memorandums will nonetheless be written into the Senate minutes for those programs that Senators agree can be covered by the omnibus motion.

Senate Motion November 29, 2019

THAT Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Reviews for the programs presented.

DATE: November 7, 2019

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Report and Executive Summary: Undergraduate and Graduate
Programs in African Studies

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate and graduate programs in African Studies.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of October 17th, 2019:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and graduate programs in African Studies.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of

Governors for information. The Executive Summary and Action Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 29, 2019

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in African Studies.

DATE: November 7, 2019

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Report and Executive Summary: Undergraduate and Graduate
Programs in Applied Linguistics and Discourse Studies

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate and graduate programs in Applied Linguistics and Discourse Studies.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of October 17th, 2019:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and graduate programs in Applied Linguistics and Discourse Studies.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of

Governors for information. The Executive Summary and Action Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 29, 2019

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Applied Linguistics and Discourse Studies.

DATE: November 7, 2019

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Report and Executive Summary: Undergraduate and Graduate
Programs in Cognitive Science

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate and graduate programs in Cognitive Science.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of October 17th, 2019:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and graduate programs in Cognitive Science.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of

Governors for information. The Executive Summary and Action Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 29, 2019

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Cognitive Science.

DATE: November 7, 2019

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair,
Senate Quality Assurance and Planning Committee

RE: Final Assessment Report and Executive Summary: Undergraduate and Graduate
Programs in Neuroscience and Mental Health

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate and graduate programs in Neuroscience and Mental Health.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of November 7th, 2019:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and graduate programs in Neuroscience and Mental Health.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 26th, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25th, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of

Governors for information. The Executive Summary and Action Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion November 29, 2019

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Neuroscience and Mental Health.

Agenda

Item 9



MEMORANDUM

From: The Carleton University Indigenous Strategic Initiatives Committee (CUISIC)
To: Senate
Date: November 29, 2019
Subject: CUISIC Calls to Action

The co-chairs of the Carleton University Indigenous Strategic Initiatives Committee (CUISIC) are recommending the following motion to Senate regarding the final CUISIC Calls to Action, which have been circulated to Senators prior to their meeting of November 29, 2019.

MOTION: That Senate receive the CUISIC Calls to Action, understanding that any action under the purview of Senate will in due course be brought back to Senate for approval, and That Senate thank the members of the Carleton University Indigenous Strategic Initiatives Committee for their work on this important initiative.

Theme	Call to Action
COMMUNITY ENGAGEMENT	We call for the development of an Indigenous Community Engagement Policy that would guide staff, faculty and students in the areas of recruitment, research, and partnerships with Indigenous communities.
	We call for resources to continue fostering mutually respectful relationships with local school boards for the purpose of supporting the transition of Indigenous students from secondary school into postsecondary.
	We call for the development of a digital Indigenous hub where information on all Indigenous services, events, and programs on campus can be easily accessed.
	We call for the development of communication resources to establish clear and consistent language for the University when writing about Indigenous peoples.
INDIGENOUS STUDENT SUPPORT (Academic and Cultural)	We call for targeted fundraising towards the creation of additional Indigenous-focused space on campus, and towards the consolidation of Indigenous services for students, staff, and faculty.
	We call for the identification of a designated space for all Indigenous programs and services within the university including, but not limited to, the Centre for Indigenous Initiatives, the Indigenous Enriched Support Program, the School of Indigenous and Canadian Studies, and the Indigenous Research Institute.
	We call for the designation of appropriate spaces for ceremonies and cultural activities, managed by the Centre for Indigenous Initiatives, for the benefit of Indigenous students, faculty and staff.
	We call for the collaborative development of a Circle of Care Protocol for Indigenous students in crisis, by the Centre for Indigenous Initiatives, Health and Counseling Services, and the Office of Student Affairs.
	We call for appropriate resources to be developed to support the needs of Indigenous students with young families.
STUDENT EXPERIENCE (Recruitment, Retention, Graduation)	We call for the development of an Indigenous Recruitment Strategy to include admission policies ensuring seats for First Nation, Métis and Inuit students into competitive programs; including specific seats for Algonquin students from the communities of <i>Kitigan Zibi Anishinabeg</i> and <i>Algonquins of Pikwakanagan First Nation</i> .
	We call for the development of a Sustainability Strategy for the Indigenous Enriched Support Program in order to increase human resource and admissions capacity and to ensure regular program review.
	We call for space and funding to hold at least one large university-wide Indigenous event per year in order to facilitate relationship building, learning, and appreciation of Indigenous cultures and ways of knowing across the University.
	We call for specifically reserved housing for first-year undergraduate Indigenous students with priority given to those students coming from remote locations.
	We call for the establishment of a Carleton University Safety Relations Table in collaboration with the Centre for Indigenous Initiatives, Carleton Safety, and the Department of Equity and Inclusive Communities.

<p>WAYS OF TEACHING AND LEARNING (Indigenous Knowledge / Awareness)</p>	<p>We call for a best practices review of co-teaching models with the goal of allowing for the inclusion of Indigenous doctoral students, Knowledge Keepers, language experts, and those with lived experience in the teaching process.</p>
	<p>We call for appropriate funding in each Faculty for the express purpose of compensating Indigenous Knowledge Keepers and community members who are providing expertise.</p>
	<p>We call for more teaching spaces with moveable furniture, available to be booked by faculty, staff and students, in order to better support various Indigenous teaching and learning models.</p>
	<p>We call for Indigenous language courses, with an emphasis on the Algonquin language and on Indigenous languages that are considered endangered; as well as for the removal of barriers to having community language experts teach these courses.</p>
	<p>We call for opportunities for Indigenous students to participate in land-based learning.</p>
	<p>We call for the creation of specifically designed pathways for Indigenous students in science, technology, engineering, architecture, mathematics and linguistics.</p>
	<p>We call for the development of appropriate measures to ensure that every student graduating from Carleton University achieves basic learning outcomes with regards to Indigenous history and culture.</p>
	<p>We call for the development of courses and programs for specific Indigenous communities that can be accessed by students who wish to remain in their communities.</p>
<p>CULTURE, SYSTEMS and STRUCTURE</p>	<p>We call for the rapid implementation of the structural changes necessary for the consolidation of all Indigenous initiatives through the establishment of a separate office for the Centre for Indigenous Initiatives, and through the creation of the appropriate senior administrative positions: for example, a Director for the Centre of Indigenous Initiatives and an Assistant Vice-President of Indigenous Initiatives.</p>
	<p>We call for further enhancing the visibility of Indigenous peoples, cultures and ways of knowing on campus: for example, the inclusion of Indigenous members of the Carleton community in art purchases, building renovations, the naming of buildings, building construction and landscaping.</p>
	<p>We call for professional development and educational opportunities for faculty, staff and administration towards obtaining core competencies in Indigenous and Canadian histories and experiences.</p>
	<p>We call for close collaboration between the University and the Indigenous Education Council (IEC) towards better defining the relationship and mutual responsibilities pertaining to decision-making on Indigenous matters within the university.</p>
	<p>We call for Indigenous representation, with full voting rights, on both the Board of Governors and the Senate.</p>
	<p>We call for the revision of the Traditional Medicine Use Policy based on the Ontario Human Rights Code for the purpose of supporting Indigenous students, staff and faculty.</p>
	<p>We call on the Convocation Working Group to ensure that appropriate Indigenous cultural protocols are included in convocation ceremonies.</p>
	<p>We call on Carleton University to incorporate environmental sustainability as a fundamental institutional value to guide its current operations and future development.</p>

RESEARCH AND INNOVATION	We call for the establishment of an Institute for Indigenous Research with the intent of continuing, consolidating and further promoting innovative and collaborative research pertaining to Indigenous peoples, communities and nations.
	We call for the development of a policy that would allow for Indigenous knowledge keepers to advise and sit on thesis committees when appropriate.
	We call for the continuous increase of the number of Indigenous employees at Carleton, supported by the development of Indigenous hiring policies for Indigenous-specific faculty and staff positions.
	We call for the enhancement of MacOdrum Library’s collection of Indigenous literature, stories, language resources, and visual arts, following a review of the current Indigenous collection.
	We call for the creation of an Indigenous Faculty Council.
	We call for the creation of additional Research Chair positions to further advance Indigenous research, knowledge translation, and community-building.
	We call for the establishment of an Indigenous Research Ethics Board with the purpose of ensuring that research conducted by Carleton faculty, students and staff take Indigenous governance, legal and cultural protocols into account.
METRICS Qualitative and Quantitative (Faculty, Staff, and Students)	We call for the performance evaluation of senior administrators to explicitly take into account Carleton University’s mandate around Indigenous Initiatives and reconciliation.
	We call for annual reporting on the recruitment, retention and graduation of Indigenous students.
	We call on each Faculty and each support unit on campus to develop their own strategies to support these 41 Calls to Action.
	We call for a formal annual report on the progress made towards fulfilling the Carleton University Strategic Indigenous Initiatives Committee’s Calls to Action.

Agenda

Item 12

Draft Coordinated Accessibility Strategy

CARLETON UNIVERSITY

ACKNOWLEDGEMENTS

The Coordinated Accessibility Strategy emerged from the desire to continue building on Carleton's commitment to creating a culture of accessibility. The Coordinated Accessibility Strategy Steering Committee (see Appendix A) was formally established in the fall of 2018 to support and guide the creation of the Coordinated Accessibility Strategy. The committee draws its membership from across the university to ensure that the perspectives of all stakeholders are reflected in the recommendations and objectives of the Strategy. The Coordinated Accessibility Strategy could not have been developed without the support and commitment of the members of this committee.

We would also like to acknowledge the members of the Carleton community for engaging in the creation process, shaping content and providing continuous feedback for the Strategy. Feedback was collected in a variety of formats, including focus groups, online feedback forms, one-on-one meetings, stakeholder group consultations, and e-mail, which provided us with perspectives and ideas for the direction of the Coordinated Accessibility Strategy. The development of this Strategy benefitted immensely from the input and shared knowledge of students, faculty, and staff to create a framework that represents the voices of our diverse community.

PROJECT BACKGROUND

The Carleton Strategic Integrated Plan (2013-2018) highlighted accessibility as one of Carleton's values, and described Carleton as "a leader in ... student support and accessibility." Goal 3-3 of the Strategic Integrated Plan is "to consolidate and build on Carleton's status as Canada's most accessible university," and identified the following strategic action: "Complete the linkages among the research, support services and academic programming related to accessibility in order to develop a university-wide Coordinated Strategy for Accessibility that builds on our accomplishments."

Disability issues affect a significant minority of Carleton students, with approximately 10% of the undergraduate population being registered at the Paul Menton Centre (PMC). Accessibility-related policies and procedures also impact a large group of staff and faculty members in a variety of departments and services. The term "accessibility" can have different meanings depending on the context. In this context, accessibility is understood broadly, including but not limited to academic accommodations, with the following definition adopted for the Coordinated Accessibility Strategy:

"Accessibility is best defined as the provision of flexibility to accommodate each [individual's] needs and preferences;¹ when used with reference to persons with disabilities, any place, space, item or service, whether physical or virtual, that is easily approached, reached, entered, exited, interacted with, understood or otherwise used by persons of varying disabilities, is determined to be accessible."²

In addition to a diverse understanding of the term accessibility, there is also a variety of preferred language used in reference to disability. For the purposes of this document, we have adopted 'persons with disabilities' as our language. However, we acknowledge and respect the many ways in which individuals self-identify, and hope that the chosen language can be understood to represent the variety of experiences and preferences that exist within our diverse community.

¹ Leo Valdes, "Accessibility on the Internet", report to the United Nations (16 June 1998, updated 31 March 2004) available [online] at: <http://www.un.org/esa/socdev/enable/disacc00.htm>, cited in report of the Secretary General, "Implementation of the world programme of action concerning disabled persons", (United Nations document A/54/388/Add.1) cited in United Nations Department of Economic and Social Affairs Division for Social Policy and Development, "Accessibility and Development Mainstreaming disability in the post-2015 development agenda", United Nations, 2013, <https://www.un.org/development/desa/dspd/2013/12/24/accessibility-and-development-mainstreaming-disability-in-the-post-2015-development-agenda/>.

² United Nations Department of Economic and Social Affairs Division for Social Policy and Development, "Accessibility and Development Mainstreaming disability in the post-2015 development agenda", United Nations, 2013, <https://www.un.org/development/desa/dspd/2013/12/24/accessibility-and-development-mainstreaming-disability-in-the-post-2015-development-agenda/>.

SNAPSHOT OF ACCESSIBILITY AT CARLETON

30 416	Total students enrolled at Carleton (2017-2018 school year) ³
3 403	Number of students enrolled at the Paul Menton Centre ⁴
11.2%	Percentage of Carleton Students registered with the Paul Menton Centre ⁵
29 081	Number of accommodated exams (2017-2018 school year) ⁶
3 000	Approximate number of monthly service calls received by Attendant Services ⁷
6.4%	Percentage of Carleton workforce who Identified with a Disability in 2018 ⁸

³ Carleton University, “Facts and Figures”, accessed June 7, 2019, <https://carleton.ca/about/facts/>.

⁴ Paul Menton Centre for Students with Disabilities, Carleton University.

⁵ Ibid.

⁶ Ibid.

⁷ Paul Menton Centre for Students with Disabilities, “Quick Facts 2017”.

⁸ Office of Institutional Research and Planning, Carleton University, “Staffing Statistics”, accessed June 7, 2019, <http://oirp.carleton.ca/databook/index/html/personnel.htm>.

CARLETON'S HISTORY IN ACCESSIBILITY

Carleton University's commitment to creating an accessible campus can be traced back to its earliest years when the campus comprised a handful of buildings. Originally intended to provide maintenance staff access to electrical and water systems, Carleton's tunnels were expanded and opened for faculty, staff and student use in the 1960s. The expansion allowed the entire campus community to move more easily from building to building throughout the changing seasons. In the 1970s residences were constructed that accommodated students with disabilities, and in 1987, the Attendant Services program was introduced providing individual attendant supports 24/7 to students with significant mobility disabilities. Coupled with the tunnel system, the program allowed full academic participation to students who otherwise would not be able to attend classes on campus, and it remains unique in Canada and around the world.

The establishment of the Paul Menton Centre (PMC) in 1990 provided a central location for the development of accessible programs, services and awareness on campus and beyond. The PMC currently focuses on coordinating academic accommodation and learning support services for students with disabilities, as well providing education and consultation relating to disabilities in higher education. It collaborates with partners across the University to provide accommodations and support services to Carleton students, such as the Scheduling and Exam Services, Library, Teaching and Learning Services, Health and Counselling Services, and academic units. The PMC also works towards improving physical accessibility on Carleton's campus, and to creating awareness through the provision of educational and communication materials, professional development and other campus activities.

In 2012, the Research, Education, Accessibility and Design (READ) Initiative was launched - a campus-wide initiative dedicated to accessibility and inclusion of persons with disabilities at Carleton, in the community and around the world. READ supports interdisciplinary accessibility collaborations to encourage awareness of, and solutions for, societal barriers for persons with disabilities. The initiative also promotes increased program emphasis in all faculties in areas of disability, universal design, accessibility and inclusion. Further, it is tasked with the capacity building for the development of a Centre of Excellence in Accessibility at Carleton University.

To address the support needs of a growing population of students with mental health disabilities, the PMC established a research-based program, From Intention to Action (FITA), in 2010 as part of Carleton's Student Services. FITA is designed to support mental health and academic success for students who are experiencing significant stress during their post-secondary education. In 2016, Career Services launched the Accessible Career Transitions program (ACT) with support from READ and the PMC. ACT provides individualized in-depth career planning and professional development, preparation, and skill building for students and graduates with disabilities. In 2018, the Provincial Government committed \$5 million for a project developed by READ and PMC, the David C. Onley Initiative for Employment and Enterprise Development, to support employability of postsecondary students with disabilities.

Carleton students with disabilities are engaged through the Carleton Disability Awareness Centre (CDAC), a student-run hub that brings together students and provides community space and relevant resources. It organizes speaker events and workshops regarding issues surrounding visible and non-visible disabilities, including mental health, sexuality, accessibility, and more. The Centre also runs programs to support students with disabilities on campus, such as wheelchair rentals and campaigns to improve accessibility and disability awareness on campus.

In terms of some of Carleton's recent academic and research accessibility highlights, in 2014 the Institute of Interdisciplinary Studies introduced a minor in disability studies. The minor explores disability from historical, cultural, political, economic and social perspectives, and offers students the choice of 24 elective courses from a variety of disciplines. In 2013, an interdisciplinary team of researchers created the Carleton University Disability Research Group, whose mission is to "examine the ways in which disability studies, technology and history interrelate, largely through researching and designing virtual exhibits". In 2017, Carleton received an NSERC CREATE grant in the amount of \$1.65 million for the Research and Education in Accessibility, Design, and Innovation (READi) training program. READi is a 6 year initiative - an integrated solutions-oriented training program that emphasizes applied and experiential learning, providing accessibility training and skills to students, with a particular emphasis on those studying engineering, information and communications technology (ICT), and design.

Research on attitudes and practices related to issues of accessibility and inclusive teaching shows Carleton faculty to espouse positive attitudes and a high degree of implementation of universal design principles in their course development and teaching. Annual surveys of faculty and instructors related to academic accommodations for students with disabilities demonstrate very positive experiences and high approval rates for accommodation procedures.

While much has been accomplished, we acknowledge that accessibility is a journey of continuous development. This strategy will serve as a framework to guide Carleton's ongoing commitment toward a campus that is accessible and inclusive.

PURPOSE, VISION, GUIDING VALUES OF THE COORDINATED ACCESSIBILITY STRATEGY

Purpose

To continue to build Carleton University's culture of accessibility and be a catalyst for creating a more accessible and inclusive society, in particular for persons with disabilities.

Vision

Our vision is to continually strengthen Carleton's commitment to accessibility, and to be a recognized leader, central to accessibility initiatives nationally and globally.

Guiding Values

Inclusivity

We are guided by the value of inclusion; striving to create opportunities for every person to participate in all areas of campus to the fullest extent possible.

Innovation

We will continually strive for transformational change in the area of accessibility. We aim to be acknowledged as leaders and trailblazers of accessibility.

Collaboration

We aim to engage both internal and external community members in collaborations and partnerships to build capacity by facilitating and mobilizing interdisciplinary knowledge, experience, and expertise among students, staff and faculty.

Commitment

We acknowledge that creating a culture of accessibility is an eternal task. We are guided by our ongoing, genuine and lasting commitment to this endeavour, and will strive for a campus-wide culture of continuous improvement in all aspects of accessibility. We are committed to putting our words into action.

Community

We recognize that to strive for true inclusion, accessibility must be embedded into all aspects of our campus. It is the collective responsibility of our community to challenge ableism to work towards a more inclusive campus and world.

COORDINATED ACCESSIBILITY STRATEGY

Carleton University is a dynamic and innovative university with over 30 000 undergraduate and graduate students and approximately 5 000 faculty and staff⁹. Although we are proud of the progress made towards creating a culture of accessibility on campus, we recognize that there will always be opportunities to continually improve and strive for a more accessibility and inclusion.

Education is considered a crucial component to the holistic development of a person, and “achieving one’s education potential affects a person’s ability to take part in the labour market, realize their full potential, live independently, and participate meaningfully in society”¹⁰. As an educational institution, Carleton is committed to continuing to build on its history in accessibility to keep moving towards its vision for a more accessible campus and world.

The Coordinated Accessibility Strategy will serve as a framework to guide Carleton’s ongoing commitment toward a campus that is accessible and inclusive. The Strategy is intended to not only coordinate the many accessibility services, programs, and initiatives that already exist, but also continue to inspire a strong campus culture of accessibility and inclusion.

⁹ Supra, note 3.

¹⁰ Ontario Human Rights Commission, “Policy on Accessible Education for Students with Disabilities”, March 2018, http://www.ohrc.on.ca/sites/default/files/Policy%20on%20accessible%20education%20for%20students%20with%20disabilities_FINAL_EN.pdf, page 7.

AREAS OF FOCUS, OBJECTIVES AND RECOMMENDATIONS

Initial interviews with key stakeholders led to the emergence of several areas of focus for the Coordinated Accessibility Strategy:

1. Coordination and leadership
2. Education and training
3. Information and communication
4. Physical campus
5. Employment and employee support
6. Student support services
7. Research and development

Each of these areas of focus is further explored and developed in the sections below. For each of the broad themes, objectives and recommendations have been outlined to help guide Carleton's vision for accessibility.

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Coordination and Leadership

Description:

This theme refers to the need to better coordinate the various accessibility initiatives at Carleton. Strategic and coordinated activities can enhance effectiveness and impact of efforts to promote accessibility. An accessibility lens should be given to many activities, including building, renovations, research, pedagogical development, student services, and information technology. Policies, guidelines, and best practices related to accessibility need to be shared and well communicated. Increased awareness and promotion of accessibility should be done both within Carleton and beyond. The goals of the Coordinated Accessibility Strategy should be supported and sustained long term.

Objectives:

1. Accessibility as a priority at all levels of leadership, with a commitment to continuous improvement.
2. Dedicated University resources for coordination, leadership, and expertise in accessibility.
3. Increased awareness and internalized culture of accessibility among the entire Carleton community, where accessibility is a consideration in everything we do.
4. Recognition as a leader in accessibility internally by faculty, staff, and students, as well as the external community.

Recommendations

- A. Conduct a thorough environmental scan and create a living document of all accessibility initiatives at Carleton.
- B. Establish an interdisciplinary centre of excellence in accessibility that provides leadership, coordination, best practices, research, support, training, and knowledge mobilization.
- C. Formalize the senior leadership responsibility for accessibility across the university portfolios.
- D. Increase depth of accessibility training of people in leadership positions.
- E. Expand university-wide and community events and campaigns to increase awareness and foster a culture of accessibility.
- F. Develop membership and contributions to accessibility partnerships, organizations, and consortium, partnering at the local, provincial, national, and global level.
- G. Establish a central resource to disseminate and receive information on accessibility.

Education and Training

Description:

This theme refers to best practices in accessibility for teaching and learning (e.g., Universal Design for Learning) as well as developing relevant policies, knowledge, skills, and attitudes within Carleton's academic programs.

The theme also refers to skills-focused certification training programs (e.g., Rick Hansen Foundation Accessibility Certification Professional, International Association of Accessibility Professionals Certification).

Objective:

1. Greater awareness and understanding of accessibility and disabilities, and increased capacity to respond to accessibility needs.
2. Accessible teaching and learning environments with relevant supports and resources.
3. Comprehensive academic, educational and professional development programming in accessibility.
4. Academic culture that supports accessibility.

Recommendations:

- A. Increase the number of in-depth training opportunities in accessibility on campus that are relevant to different settings.
- B. Increase the number of community activities that build greater awareness and understanding of accessibility and disabilities.
- C. Provide educators on campus with skills and resources to consider accessibility in the design of courses, such as using the Universal Design for Learning guidelines.
- D. Include persons with disabilities and their lived experience as a resource in the design of teaching and learning.
- E. Expand interdisciplinary academic programming and professional development in accessibility for members of the internal and external community.
- F. Address issues of disabilities and accessibility within the Faculties and Departments and encourage faculty to utilize relevant teaching and learning services.

Information and Communication

Description:

This theme refers to the accessibility of all information and communication content and technologies at Carleton, including websites, documents, and events.

Objectives:

1. Compliance that exceeds accessibility standards for all University information and communications systems.
2. Accessibility and accommodation resources for information and communications needs on campus that are built-in or readily available.
3. Increased knowledge, skills, and attitudes in all Carleton faculty and staff in accessibility in information and communications technologies.

Recommendations:

- A. Perform system audits for accessibility, driven by individual units.
- B. Establish process for support for providing accommodations, and adaptive and assistive devices for Carleton events.
- C. Establish a reporting protocol to identify information and communication related accessibility barriers and areas for improvement.
- D. Establish best practices for accessibility in all knowledge creation and sharing (e.g., documents, presentation, websites, conferences), which are shared internally and externally.
- E. Provide information and training opportunities on accessibility in knowledge creation and sharing for faculty and staff.
- F. Ensure accessibility to be part of the procurement requirements.

Physical Campus

Description:

This theme refers to the reduction and elimination of physical barriers at Carleton University, consideration of accessibility in future development of spaces and buildings on campus, as well as accessible signage and wayfinding.

Objectives:

1. Standards for accessibility of the physical campus that go beyond the minimum requirements.
2. Continual commitment to the elimination of existing physical barriers at Carleton University.
3. University policies and practices regarding the use of space, which supports the accessibility of the physical campus.

Recommendations:

- A. Create a Carleton University standard for accessibility of physical spaces based on best practice guidelines and certifications that surpass minimum requirements.
- B. Perform a full accessibility audit of the physical campus with input from the campus community, particularly persons with disabilities.
- C. Undertake systematic retrofitting to address current problems and meet the new standards for the physical campus.
- D. Establish a reporting protocol to identify physical accessibility barriers and areas for improvement.
- E. Establish a permanent University budget and related supporting resources for accessibility of physical spaces.
- F. Review University policies and practices to consider accessibility where relevant to the physical campus.

Employment and Employee Support

Description:

This theme refers to inclusive hiring of persons with disabilities at Carleton University, and ensuring an accessible and inclusive work environment, as well as contributing to employment initiatives.

Objectives:

1. Greater representation of persons with disabilities at all levels among Carleton employees.
2. Inclusive and accessible hiring policies and practices, and working environments.

Recommendations:

- A. Improve processes on campus for disability-related accommodations and supports for employees.
- B. Review employment-related policies and practices that support accessibility and accommodations.
- C. Provide targeted opportunities across campus that promote career development and training for Carleton employees with disabilities.
- D. Evolve supports for accessibility and accommodations to meet the needs of employees.

Student Support Services

Description:

This theme refers to a range of student support services related to accessibility (e.g., Paul Menton Centre, Health and Counselling Services, Carleton Disability Awareness Centre (CDAC), and Career Services).

Objectives:

1. Ongoing capacity for services to fully support students with disabilities to achieve academic success.
2. Supports for students with disabilities and accessibility expertise across all students services and the broader campus community.
3. Excellence in services for students with disabilities.

Recommendations:

- A. Optimize resources to be responsive to the growing needs for accommodation and support of students with disabilities.
- B. Review student services programming with consideration of students with disabilities.
- C. Provide accessibility and disability-related training specific to different student services programs.
- D. Build knowledge, awareness, and attitudes in accessibility and accommodations across all student facing services and points of contact on campus.
- E. Establish formal student feedback and program evaluation protocols for disability-related student services for continuous quality improvement.

Research and Development

Description:

This theme refers to academic research and application of research to campus and community development in accessibility.

Objectives:

1. Increased research activity in accessibility; particularly interdisciplinary, participatory research, including those that address systemic and attitudinal barriers.
2. Community of world-class accessibility researchers, particularly researchers with disabilities.
3. Increased awareness, recognition, and coordination of research activities in accessibility both internally and externally.
4. Significant contribution and leadership of Carleton University researchers to building a published knowledge base in accessibility.

Recommendations

- A. Develop a strategic plan for accessibility research and knowledge mobilization (e.g., research informed campus initiatives).
- B. Create a university-wide network of researchers in accessibility.
- C. Grow the research capacity in accessibility, including increasing the number and retention of researchers, research funding, research infrastructure, and community partnerships.
- D. Pursue research chair(s) in accessibility.
- E. Establish academic programming to support accessibility research.

IMPLEMENTATION AND EVALUATION

Carleton University is committed to building on a culture of accessibility by continuing to strive toward a campus that is accessible and inclusive. Carleton's history in accessibility can be traced back to its earliest years, however, there will always be opportunities for growth, improvement and innovation. This document recognizes the need for a Coordinated Strategy to serve as a framework to guide Carleton's ongoing commitment to being a leader in accessibility.

Upon the implementation of the Coordinated Accessibility Strategy, the READ Initiative will prioritize the recommendations, assign ownership, and create a five-year plan for implementation and continued support. Members of the Coordinated Accessibility Strategy Steering Committee will form an Advisory Committee, under the leadership of the READ Initiative, which will meet regularly and complete annual reports with the intent of maintaining sustainability and transparency. Committee members will be invited to renew their position on the Advisory Committee yearly to confirm their ability to continue to participate in the implementation of recommendations or suggest new members to take on new tasks.

Additionally, there will be ways for faculty, staff and students to be involved in the implementation of various recommendations - everything from being aware of Carleton's Coordinated Accessibility Strategy and promoting our continued work to becoming more involved in the development or delivery of specific recommendations. Students, faculty and staff are all encouraged to think about how they can contribute to an accessible and inclusive campus environment that is consistent with this Strategy.

As the recommendations are prioritized and implemented, evaluation criteria for the Strategy will be established and monitored. The Coordinated Accessibility Strategy Advisory Committee will also aim to develop an evaluation process for individual recommendations to assess their impact and effectiveness. Necessary adjustments will be made where the recommendations do not achieve intended results. New research and emerging best practices will also inform the implementation and evaluation of our framework.

It is the hope of the Coordinated Accessibility Strategy Steering Committee that this Strategy will be a living document and will support all members of the Carleton community – students, faculty and staff – to provide an accessible and inclusive environment in which to pursue educational and life goals.

APPENDIX A: Committee Composition

Coordinated Accessibility Strategy Steering Committee

Co-Chairs:

- **Adrian Chan**, Professor, Faculty of Engineering and Design and Chair, Advisory Board, Research Education, Accessibility, and Design (READ) Initiative
- **Boris Vukovic**, Director, Research, Education, Accessibility and Design (READ) Initiative

Members:

- **Cathy Edwards**, Research Facilitator, Strategic Initiatives, Research Impact and Engagement, Carleton Office for Research Initiatives and Services
- **Kelly Fritsch**, Assistant Professor, Faculty of Arts and Social Science
- **Ikram Jama**, Director (Acting), Equity Services
- **Larry McCloskey**, Director, Paul Menton Centre
- **Elsbeth McCulloch**, Manger, eLearning, Educational Development Centre
- **Dean Mellway**, Special Advisor, READ Initiative
- **Gary Nower**, Assistant Vice-President (Facilities Management and Planning)
- **Graduate Student Representative(s)**
- **Mary Kathryn Roberts**, ITS Communications Advisor, Web Services
- **Undergraduate Student Representative(s)**

Support:

- **Greg Aulenback**, Manager, Strategic Initiatives, Office of the Vice-President (Students and Enrolment)
- **Lakin Dagg**, Special Project Officer, Office of the Vice-President (Students and Enrolment)

Coordinated Accessibility Strategy Working Group

- **Boris Vukovic**, Director, Research, Education, Accessibility and Design (READ) Initiative
- **Adrian Chan**, Professor, Faculty of Engineering and Design and Chair, Advisory Board, Research Education, Accessibility, and Design (READ) Initiative
- **Greg Aulenback**, Manager, Strategic Initiatives, Office of the Vice-President (Students and Enrolment)
- **Lakin Dagg**, Special Project Officer, Office of the Vice-President (Students and Enrolment)

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APPENDIX B: References

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Agenda

Item 13

Senate Executive Committee
October 8, 2019
11:00 am in 503S Tory Building

MINUTES

Attending: B. Appel Kuzmarov, B. A. Bacon (Chair), A. Bowker, A. Chandler, D. Deugo, J. Tomberlin, K. McKinley (recording secretary), W. Ye

Regrets: H. Gupta

1. Welcome to new members

The Chair welcomed new members Anne Bowker and Winnie Ye, and began the meeting with a round of introductions.

2. Approval of the Agenda

The agenda for the meeting was approved by consensus.

3. Approval of the Minutes: September 9, 2019

The minutes of the previous Senate Executive Committee meeting on September 9, 2019 were approved by consensus.

4. Approval of Senate agenda: October 18, 2019

a. Closed agenda

The committee approved the closed agenda for the Senate meeting on October 18, 2019 by consensus. The Clerk noted that there may be a notice of motion for the Medals & Prizes Committee, as they will be bringing to Senate proposed policy changes this fall.

b. Open Agenda

The open agenda for the meeting on October 18, 2019 was approved by the committee (A. Chandler, A. Bowker) with these changes:

- o Item 8a Senate Academic Governance Committee Report (SAGC)
- o Item 8b Senate Quality Assurance and Planning Committee Report (SQAPC)
- o Items 9 and 10 were switched, so that the SIP consultation precedes the SMA update.

5. Items for discussion

There were no questions submitted and no further items for discussion.

6. Other Business

There was none.

7. Adjournment

The meeting was adjourned at 11:21 am.