



DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY PUBLIC MEETING OF THE BOARD OF GOVERNORS AGENDA

Date: Wednesday, December 11, 2024, 6:00 p.m.
Location: Oshawa Campus, Durham College Boardroom A144

When making decisions, the Board is encouraged to consider the College's values of collaboration, diversity & inclusion, excellence, innovation, integrity, respect, and social responsibility.

	Pages
1. CALL TO ORDER	
2. LAND ACKNOWLEDGEMENT - Governor Bosomworth	
3. CONFLICT OF INTEREST DECLARATIONS	
4. PRESENTATIONS	
4.1 Danny Nashman from the Potential Group to present emerging themes from the strategic plan consultations (30 minutes)	4 - 20
5. CONSENT AGENDA	
The following items will be addressed through the Consent Agenda unless specifically removed for separate attention, by request.	
<u>Recommendation</u>	
That all items listed under the heading of consent agenda be adopted as recommended.	
5.1 Approval of Public Session Agenda - December 11, 2024	
<u>Recommendation</u>	
That the public agenda for the December 11, 2024 Board of Governors meeting be approved as presented.	
5.2 Approval of Public Minutes from the Board of Governors Meeting of October 9, 2024	21 - 26
<u>Recommendation</u>	
That the public minutes from the October 9, 2024 Board of Governors meeting	

be approved as presented.

- 5.3 Report of the Governance Review Committee - November 4, 2024 27 - 29

Recommendation

That based on BOG-2024-80, the November 4, 2024 report of the Governance Review Committee be approved as presented.

6. CHAIR'S REPORT

- 6.1 Reflections from the Higher Education Summit

7. CO-POPULOUS GOVERNORS' REPORT

8. DECISION ITEMS

- 8.1 New Program of Instruction: Bachelor of Paramedicine (3-Year) - J. Choi and M. Rezvani 30 - 67

Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2024-69, the proposed Bachelor Degree program of Instruction listed below be approved:

- Bachelor of Paramedicine

9. DISCUSSION ITEMS

- 9.1 Sexual Violence and Harassment Action Plan Annual Report - S. Goddard-Durant 68 - 76
- 9.2 Update on the College's Social Commitments - D. Allbon 77 - 84
- 9.3 Indigenization Efforts at Durham College - J. Choi and T. Koski 85 - 95

10. INFORMATION ITEMS

- 10.1 President's Update - October to December 2024 96 - 106

11. UPCOMING EVENTS

- Double your impact; donations made to the Food Access Bursary before January 1, 2025 will be matched by the Durham College Alumni Association up to \$10,000. Online donations can be made [here](#).
- Campus Closure: December 24, 2024 to January 1, 2025
- Board Learn More Session: Corporate Training Services - January 7, 2025 at 5:30 p.m. (see calendar invitation for meeting link)

12. MOVE TO IN-CAMERA SESSION

13. ADJOURNMENT



FUTURE-FOCUSED

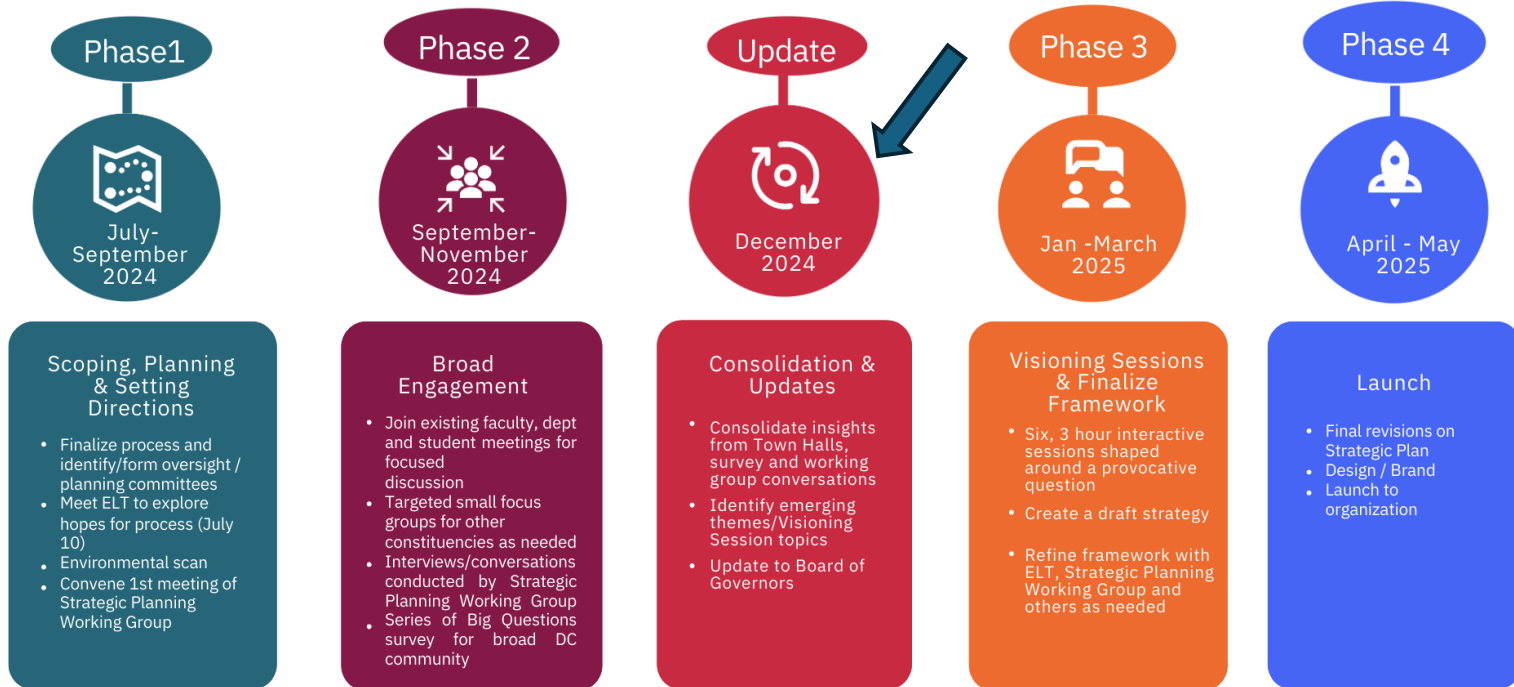
STRATEGIC PLANNING 2024/25

Board Strategy Update

December 11, 2024



DURHAM COLLEGE PLANNING TIMELINE



STRATEGIC PLANNING 2024/25

Focus for this Session

- Share all the themes we heard through consultation and what emerged from our conversation in October
- Share the topics we hope to explore in our upcoming “visioning sessions” in January and get your input on what you hope we cover
- Remind you of next steps

Board Meeting

Explore strategic insights from engaging partners and the community and initial internal engagement



December Board Meeting

Share additional insights and topics for the visioning sessions



February Board Retreat

Review and refine first draft of the strategy framework



April Board Meeting

Review final version for approval



Visioning Sessions



BOARD TOUCHPOINTS

Themes from Engagement Across the DC Community



Broad Engagement Touchpoints

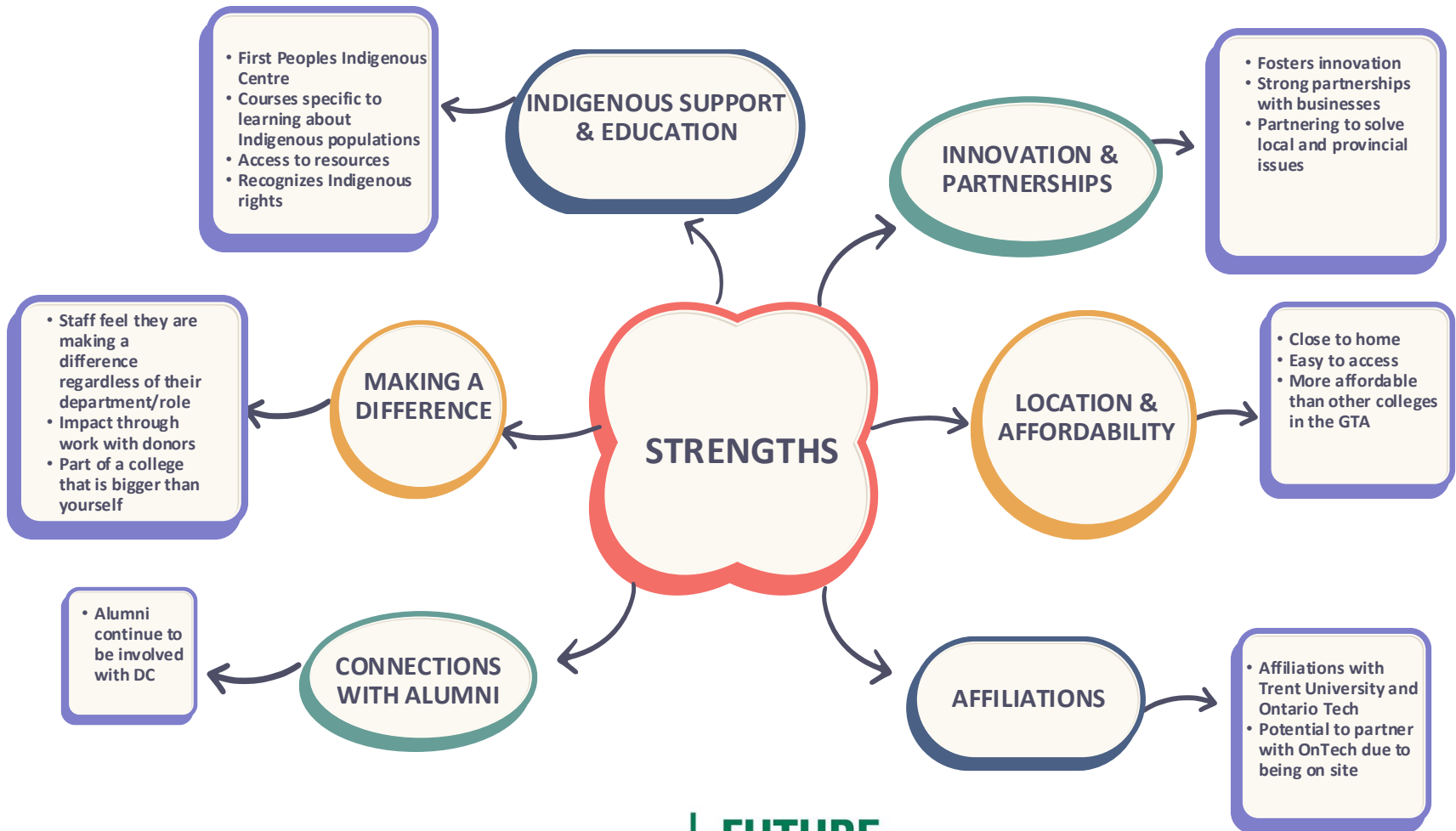
- **Survey – 386 respondents**
- **Key committees/groups – 32 ppl**
 - Strategy Steering Committee (ELT)
 - Strategy Working Group
 - Board of Governors
- **350 connection points**
- **Town Halls – 156 attendees**
 - Support Staff
 - Administrators
 - Student
 - Faculty
- **1030 pieces of input from 26 pop-up conversations, 2 more sessions and the harvest dinner**

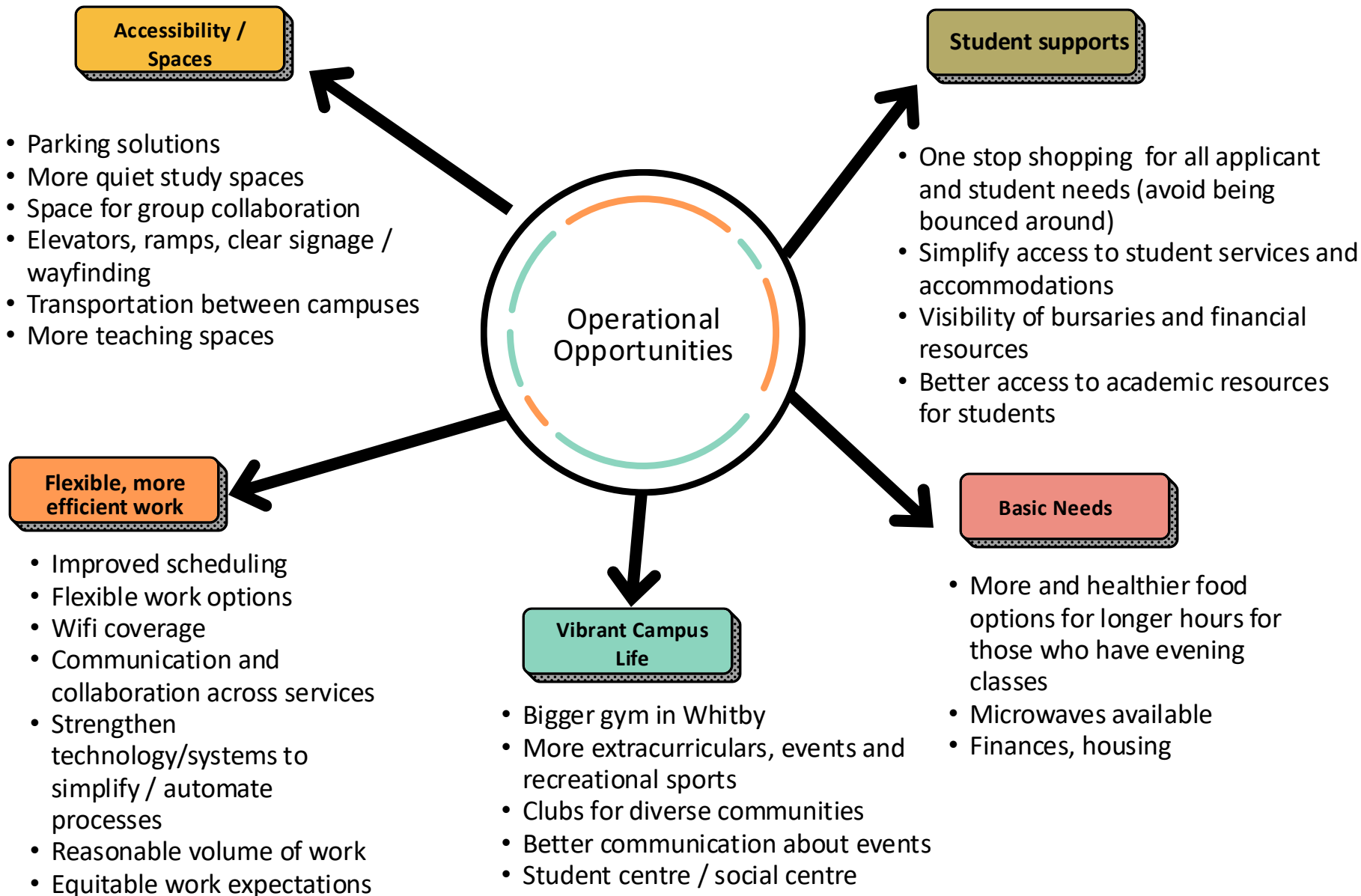
Total touchpoints = 1952



STRATEGIC PLANNING 2024/25







Innovations in programs and delivery

- Invest in programs geared to future job markets / current needs in Durham
- Invest in digital learning and technology
- Offer flexible programs that target new potential learners in the region (flex start times / schedules)
- Create novel interdisciplinary programs and certifications

Advance equity diversity, Indigeneity and sustainability

- Build more awareness about the First Peoples Indigenous Centre (FPIC) and nurture allyship
- Stronger, authentic EDI reflected at all levels of the college including connections with indigenous communities/people
- Accessibility options, practicing inclusivity and safety for all
- Encourage cultural sharing and awareness between domestic and international
- Access to affordable housing
- Green campus initiatives



Strategic Opportunities

Enhance career connections and opportunities

- Grow field experiences, internships, and co-op opportunities
- Increase connections with companies and employers for placements and work
- Expand work study opportunities
- Create more networking events, job fairs, and opportunities for students to connect with professionals and alumni
- Teach students to be entrepreneurs
- Build broader range of life and working world skills
- Strengthen alumni network for student mentorship
- Create pathways for careers at DC

Elevate the quality of the student experience

- Ensure leadership across all programs for consistent student experience
- Ensure faculty are equipped for teaching excellence
- Refine schedules that support student success
- Consistent access to academic supports
- Make space for magic outside the classroom
- Better match students to programs

Grow Profile and Community Connections

- Invest further in marketing and recruitment
- More engagement / advertising / workshops with the public to raise awareness about the college's offerings
- Outreach programs for high school students
- Build more connections to industry / partnerships
- Work more closely with campus partner OnTech
- Focus DC on solving unique needs in the region

Deploy Latest Technology

- Explore the full potential of AI to automate process and decision support
- Invest in technology to streamline processes
- Leverage emerging technology in the classroom (VR/XR etc.)



Strategic Opportunities

Rethink space and scheduling

- Find innovative ways to use space and make schedules more user friendly

Nurture Mental Health and Wellbeing

- More programs that support the social determinants of a good education
- Expand mental health services across campuses
- Mental health and wellness-based curriculum

Elevate the International Student Experience

- Improved orientation to Canada and campus
- More on campus employment opportunities
- Support for pathways to permanent residency
- Customized mental health supports

Your Insights from the October Board Meeting

As we plan the future we need to pay attention to....

- **Attracting a changing demographic of students**
 - Number of college aged students in the population is increasing – what are the implications for our strategy? How much growth can we do?
 - How we attract a full range of students – not just students out of high school - how do we support learners of all ages and stages?
- **Ensuring student success**
 - What is our role in supporting transition into the workforce and the “transition” experience?
 - How can we think about the ROI of our programs in terms of social impact as well as profitability?
- **Deeper relationships with community and industry**
 - What is the next evolution of industry partnerships that we should be pursuing?
 - How do we continue the deep roles we play in the community as Durham’s College?
- **Financial sustainability**
 - What choices do we need to make to ensure we move through this period of change and set ourselves up for future success?



STRATEGIC PLANNING 2024/25

Next Step: Visioning Sessions

- Bring diverse people together around a single topic to co-create visionary intentions and explore potential objectives or actions.
- 3 hours, in person, interactive; each builds on the previous topic (with intentional overlap for different angles on the same topics)

Sample Flow:

- Introductions, context, why this topic?
- Breakout 1: What would you like to be true around this topic in five years? What is already happening? What changes would make a difference?
- Full group harvesting: Themes and innovative ideas
- Breakout 2: Sub-topic specific: What innovative ideas could you take on to move toward this goal? How could you evolve what is already happening? What would be the first step?
- Lightning round: What is the most meaningful idea you heard in this session?



Visioning Session Topics

- 1. Stepping Fully into Our Role as Durham's College** – What could we be doing to step even more fully into our role as Durham's College - building our profile, partnering more deeply with our community and creating opportunities for students across the region and beyond?
- 2. Embedding Equity, Diversity, Inclusion and Belonging in All We Do** – What should we prioritize in our quest to make Durham College (DC) a place where everyone belongs and has the opportunity to thrive? Additionally, what actions should we prioritize to address reconciliation and create spaces where Indigenous students and employees can excel?



STRATEGIC PLANNING 2024/25

Visioning Session Topics

- 3. Attracting and Catering to the Learners of Tomorrow** – Where could we expand our thinking about the kinds of learners we can serve at Durham College (DC) in the future? What do we need to innovate to make DC attractive for both the students of today and the full range of learners of tomorrow?
- 4. Fulfilling the DC Promise** - What are our biggest opportunities to supercharge the promise of the Durham College (DC) experience? What could we do to pave pathways to career success and create an even more vibrant student experience and campus life?
- 5. High performance sustainable workplace** - Where should we focus to streamline our processes, embrace innovation, and minimize environmental impact? What could we be doing to better support our teams to deliver on our mission and foster an environment that helps our employees learn, grow and reach their full potential?



Visioning Sessions – Your Thoughts

Stepping Fully into
Our Role as
Durham's College

Embedding Equity,
Diversity, Inclusion
and Belonging in
All We Do

Attracting and
Catering to the
Learners of
Tomorrow

Fulfilling the DC
Promise

High performance
sustainable
workplace

- What is most important to you about what we cover in these conversations?
- What are you most curious to hear?

Next Steps

- **January – Visioning Sessions**
- **February Board Retreat** to review an initial strategy framework



**DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY
BOARD OF GOVERNORS REGULAR MEETING
PUBLIC SESSION MINUTES**

Date: Wednesday, October 9, 2024

Location: Oshawa Campus, Durham College Boardroom A144

Members Present: Lisa Allen, Board Chair
Brandon Bird
Jim Brown
Melissa Bosomworth
Jeff Dornan
Kelly Doyle
John Ecker
Ian Murray
Jerry Ouellette (left the meeting at 6:31 p.m.)
Riya Parikh
Elaine Popp, President
Peter Pryce, Board Vice-Chair
Kwende Thomas
Dwight Townsend
Nathan Wilson

Regrets: Kalyan Chakravarthy

Staff Present: Jean Choi, VP, Academic and Students
Rick Hutchinson, VP, Strategic Infrastructure and Campus Safety
Barbara MacCheyne, VP, Corporate Services/Chief Financial Officer
Thom MacDonald, AVP, Enrolment and International Education
Melissa Pringle, Manager, Board Governance and Privacy
Bonnie St. George, VP, People, Equity and External Relations

1. CALL TO ORDER

With quorum present, the Chair called the meeting to order at 5:30 p.m.

There were no guests in attendance.

2. LAND ACKNOWLEDGEMENT

Governor Ecker offered the land acknowledgement.

3. CONFLICT OF INTEREST DECLARATIONS

The Chair asked if there were any conflicts of interest to declare. None noted.

4. PRESENTATIONS

4.1 Annual Governance Refresher

The Board received a presentation from Governor Townsend about governance best practices.

The Chair provided comments about the role of the Chair, the Board-President relationship and communications with the President outside of the meeting cycle, communication norms, and the influence that could be perceived when Governors contact employees in the organization or attend events on campus.

4.2 Introduction of Executive Leadership Team and Portfolio Overviews

The Board received a presentation from President Popp regarding the organizational structure of the leadership team. Each executive leadership team member introduced themselves and reviewed the highlights of their portfolio.

Governor Ouellette left the meeting.

5. CONSENT AGENDA

Moved by Governor Doyle

Seconded by Governor Murray

“That all items listed under the heading of consent agenda be adopted as recommended.” CARRIED

5.1 Approval of Public Session Agenda - October 9, 2024

That the public agenda for the October 9, 2024 Board of Governors meeting be approved as presented

5.2 Approval of Public Minutes from the Board of Governors Meeting of June 12, 2024

That the public minutes from the June 12, 2024, Board of Governors meeting be approved as presented.

5.3 Report of the Governance Review Committee - September 16, 2024

That the report of the Governance Review Committee of September 16, 2024 be received for information and the following resolutions be adopted:

1. That By-law No. 3 of the Durham College of Applied Arts and Technology enacted on June 8, 2022, be repealed; and, that the new By-law No. 3. which establishes a College Advisory Council, be approved in the form and content provided to the Board;
2. That the Committee Terms of Reference policy be updated as presented; and,
3. That the Board-President Relations policy be updated as presented.

6. CHAIR'S REPORT

The following items were included in the Chair's report:

- The Chair congratulated Governor Chakravarthy for obtaining his ICD designation
- The Chair remarked about various recent events she had attended (20th anniversary of the retirees' association, Academic Kick-Off, and Harvest Dinner)
- The Chair reminded Governors to complete and return their annual leadership agreement and Conflict of Interest Declaration Forms.

7. CO-POPULOUS GOVERNORS' REPORT

There was no co-populous Governors' report.

8. DECISION ITEMS

None.

9. DISCUSSION ITEMS

9.1 Domestic and International Enrolment Update - Fall 2024 - Day 10 of Classes

The Board received a report from the Associate Vice-President, Enrolment and International Education confirming that the College's Day 10 fall 2024 enrolment was 13,531 students, representing 108.8% of the budget target and marking the largest fall enrolment in the College's history.

The Board questioned the Associate Vice-President, Enrolment and International Education regarding enrolment numbers at other institutions, if there were any concerns with being over budget, and why the College was so successful in its returning international student numbers.

9.2 Impact of Federal Government's Announcement to Further Limit International Students in Canada

The Board received a report from the Associate Vice-President, Enrolment and International Education concerning the recent federal government's announcement to reduce international student study permits by 10%, to make changes to the post-graduate work permit program, and other reforms that will impact international student enrolment.

The Board questioned the Associate Vice-President, Enrolment and International Education regarding media reports of students claiming refugee status and then reapplying as a domestic student, the decline in Canada's reputation internationally for education, and how the announced 10% reduction in study permits will impact the College's allocation. In response to questions, the Associate Vice-President, Enrolment and International Education advised that the Ministry had not notified the College of its allocation yet.

9.3 First Update on the 2024-2025 Business Plan

The Board received a report from the Vice-President, People, Equity, and External Relations, presenting the first update against the 2024-2025 Business Plan. Of the 100 actions, the Vice-President, People, Equity, and External Relations, reported that 12 are completed, 85 are on track, 2 are delayed, and 1 is cancelled. Furthermore, the Vice-President, People, Equity and External Relations, provided a few highlights of completed actions, including the launch of nine new programs and co-ops and the creation of a mental health guide to support employees who are serving students.

The Board questioned the Vice-President, People, Equity, and External Relations regarding the new format of the orientation week, the mental health guide and support for employees, and if the leadership team expects to complete all actions in the business plan.

9.4 Board Strategic Planning Session on October 17, 2024

The Board received an update from President Popp concerning the upcoming Board strategic planning session on October 17, 2024. President Popp reviewed the engagement exercise and the event's agenda and provided an update on consultations that had taken place to date with key constituents.

The Board questioned President Popp regarding the list of key constituents and what metrics were being tracked to determine if the different touchpoints (e.g., direct emails) resulted in participation.

10. INFORMATION ITEMS

The following items were presented for information only:

10.1 President's Update - June to October 2024

10.2 Program Advisory Committee Semi-Annual Report (October 2024)

10.3 New Directives Issued by the Ministry of Colleges and Universities

The Board questioned President Popp regarding whether the Ministry provided an opportunity to give feedback on implementing the Cost of Education Materials directive to better support the mandate's intent. In response to questions, the President advised that there was no consultation before the directive was implemented.

11. UPCOMING EVENTS

The Chair drew attention to the following upcoming events:

- ORSIE Impact Expo - October 25, 2024 at 9:00 a.m., Oshawa Campus
- Fall Convocation - Tribute Communities Centre - October 29 and 30, 2024
- Durham College Open House - November 9, 2024 at 10:00 a.m., Oshawa and Whitby Campuses
- Higher Education Summit - November 23 to 25, 2024

Governor Murray temporarily left and re-entered the meeting.

12. MOVE TO IN-CAMERA SESSION

Durham College By-law No. 1. provides for the Board of Governors to address, in-camera items of corporate business that the Board deems to be confidential to the College.

Moved by Governor Dornan

Seconded by Governor Pryce

"That the Durham College Board of Governors move in-camera after a 10-minute recess". CARRIED

The Board recessed at 7:27 p.m. and reconvened in-camera at 7:40 p.m.

During the in-camera session, the Board discussed recommendations from its Standing Committees, the co-populous governor file, labour relations, and obligations under the Charities Accounting Act.

13. ADJOURNMENT

With no further business, the meeting ended at 8:41 p.m.

DRAFT



**PUBLIC REPORT OF THE GOVERNANCE REVIEW COMMITTEE
TO THE DURHAM COLLEGE BOARD OF GOVERNORS FOR CONSIDERATION AT
ITS PUBLIC MEETING HELD ON DECEMBER 11, 2024.**

BACKGROUND

The Governance Review Committee met via videoconference on Monday, November 4, 2024.

SUMMARY

1. Minutes of the September 16, 2024, Governance Review Committee Meeting

The Committee reviewed and approved its minutes from the Governance Review Committee meeting on September 16, 2024.

2. 2023-2024 Board Evaluation Feedback: Prioritization of Items to Action

The Committee discussed the feedback received from the 2023-2024 Board Evaluation Survey and what items, if any, to prioritize for action. Following the discussion, the Committee agreed that the Board was generally high-functioning and that being more intentional about setting the context as items are presented to the Board may help Governors understand the interconnectedness of our strategies and plans, which came through as a gap in the survey results and written comments. Further, the Committee remarked on recent improvements to how reports are presented, the content of the orientation session, and the ongoing buddy system that Governors can avail themselves of. At this time, the Committee felt no significant action was needed to respond to the results.

3. Suggestions for Changes to Governance Processes (Fall 2024)

In response to recent suggestions for process improvement, the Committee discussed the following items:

Delegating authority to the Board Chair for approving the President's expenses

The Committee received a high-level overview of the suggested change to how the President's expenses get approved from the Board Secretary.

The Committee discussed the suggestion and agreed in principle that it would be appropriate to delegate this task to the Board Chair or a designate. Concerns raised included whether there should be a financial threshold at which the expense would have to be approved by the Board, what would happen in the

event of a conflict (e.g., an expense related to the Board Chair and President) and the rigor of approval for an approved versus an unapproved expense.

Following the discussion, the Committee requested the Board Secretary to bring forward language related to a new process for the Committee to consider and vote on at the next meeting.

Moving New Program approvals to the Consent Agenda

The Committee received a high-level overview of the Board's role in program approval and the suggested change to how new program approvals get approved from the Board Secretary.

The Committee discussed the proposed change to how new programs get approved (via the consent agenda versus the discussion agenda) and agreed that the current process demonstrated rigor and due diligence, sparked conversation, and allowed employees to present their work to the Board. The Committee was not supportive of changing this practice. Additionally, for efficiency and maximizing value, the Committee suggested that the packages be taken as read and that the presentations of new programs be shortened to highlight the key points only and to take questions.

Length of Program Advisory Committee Reports Presented for Information

The Committee received a high-level overview of the Board's role in overseeing Program Advisory Committees (PACs) and the current practice of including bi-annual reports in the Board package for information.

The Committee discussed the importance of being aware and informed of activities related to the PACs, such as their health and level of engagement, and the necessity of ensuring industry relevance, a high-quality curriculum, and compliance with the Ministry Binding Policy Directive. It was noted that by removing information that is presented to the Board, you are removing an opportunity for discussion. The Committee discussed potentially updating the scorecard to demonstrate other health metrics of each PAC, such as engagement, industry relevance, potential donors, and work-integrated learning opportunities.

As an outcome of this discussion, the President committed to working with the Vice President, Academic and Students to identify ways to improve the presented information.

Meeting Assessments

The Committee received a high-level overview of the current meeting assessment process at each Committee and Board meeting and the Board goal that was recently approved to review the meeting assessment process.

The Committee discussed the perceived ineffectiveness of the current meeting assessment process, citing that it often seems rushed and a recap of the meeting rather than substantive feedback that could be used to improve the Board's performance. The Committee discussed potential ways and tools to conduct the assessment process differently and generally agreed that an anonymous post-meeting survey was the preferred option. The Committee felt that using a survey tool would allow a Governor time to reflect on the meeting and create a safe space to share meaningful feedback.

Following the discussion, the Committee decided to discuss the questions that could be included in a new survey at its next meeting.

4. Board Retreat Planning

The Committee received an update from the President regarding the retreat and it was confirmed that the Briars had been secured for the Friday night arrival. The Committee discussed the draft agenda and noted that of the four potential time slots for sessions, two sessions would be used for the strategic plan discussions. The Committee expressed that the other two sessions should be lighter to balance the retreat's energy. Suggestions included booking a guest speaker, hosting a panel of faculty or students, and ensuring there was time for socialization. Additionally, the Committee discussed whether it wanted to keep the tradition of providing a gift item at the retreat, to which the Committee agreed. Possible suggestions for gift items included clothing (e.g., a cardigan), the athletic fan pack, and tickets to varsity athletic games.

Following the discussion, the President advised she would take the feedback received from the Committee and would bring forward a second draft of the agenda for consideration.

Respectfully submitted,

Dwight Townsend, Chair, Governance Review Committee

View all supporting material from this meeting by clicking [here](#).

Report Number: BOG-2024-69

To: Board of Governors

From: Dr. Jean Choi, Vice President, Academic and Students

Date of Report: November 11, 2024

Date of Meeting: December 11, 2024

Subject: New Program of Instruction – Bachelor of Paramedicine (3-Year)

1. Purpose

To seek approval from the Board of Governors for the following post-secondary program of instruction for Fall 2026 intake:

Bachelor of Paramedicine

- Credential: Bachelor Degree
- Duration: 3 years
- Faculty: Health Sciences (HS)

2. Recommendation

It is recommended to the Durham College Board of Governors:

That in accordance with Report BOG-2024-69, the proposed Bachelor Degree program of Instruction listed below be approved:

- Bachelor of Paramedicine

3. Background

Durham College (DC) is proposing to offer a Bachelor of Paramedicine (BPMD) degree in alignment with 17 other Colleges of Applied Arts and Technology (CAAT) in Ontario. This sector-wide collaboration is advancing with the support of Colleges Ontario and the Committee of Presidents, who are advocating for a system-wide transformation in the paramedicine field. DC will offer the proposed BPMD program if approvals from the Ministry of Health (MoH) and the Ministry of Universities and Colleges are granted.

The proposed program is a three-year degree designed to prepare graduates for entry to practice to the paramedic field, and includes 584 hours of combined

experiential learning and professional practicums. The program responds to the changing expectations for paramedic practice by addressing the expanding role and scope of paramedic care within Ontario's health care system. Pending guidance from the MoH, this proposed baccalaureate program would replace the current two-year Paramedic Ontario College Diploma (OCD) program across the CAAT sector or would become the terminal program for students to pathway into from the Paramedic OCD, offering enhanced knowledge and skill development.

This proposed BPMD program facilitates the development of proficiency in comprehensive theoretical and specialized knowledge and practical skills required for a career in paramedicine. Areas of focus include health sciences, pharmacology, assessment and clinical reasoning, interprofessional collaboration, physical and mental wellness, evidence-informed practice, and trauma-informed approaches of person-centered paramedic care. Through theory courses, practical labs, simulation, and experiential learning opportunities, students develop the knowledge and skills required to effectively assess, communicate, and provide safe paramedic care to complex acute and chronic physiological and/or psychological conditions in pre-hospital environments. The proposed bachelor's degree will emphasize the skills, knowledge and attitudes required to perform on interprofessional health-care teams and in specialized paramedic roles.

Students benefit from experiencing the various contexts in which paramedics work, applying knowledge and theory in experiential learning courses, exposing them to the role of paramedics in standard industry environments such as hospital and paramedic service placement, and emerging environments such as team-based and community placements. Graduates will enter the workforce with 584 hours combined work-integrated learning experiences relating to paramedic services.

As per the Ministry of Training, Colleges and Universities' Minister's Binding Policy Directive 3.0, Programs, Framework for Programs of Instruction, the Board of Governors is responsible for approving programs of instruction the college will offer.

It is the role of the Durham College Board of Governors to ensure that programs of instruction are developed and implemented in conformity with the Credentials Framework, and are consistent with provincial program standards where they exist. It is also the responsibility of the Board to ensure that all new and modified post-secondary programs of instruction lead to one of the following credentials: Durham College Certificate; Ontario College Certificate; Ontario College Diploma; Ontario College Advanced Diploma; Ontario College Graduate Certificate; or Bachelor Degree.

We confirm that Durham College is in compliance with all Minister's Binding Policy Directives as noted above, for this new program of instruction.

4. Discussion

As demonstrated by the environmental scan, it is expected that the proposed three-year Bachelor of Paramedicine will be a strong addition to DC's program offerings. Graduates of the proposed degree program will have specialized knowledge and practical skills required for a career in paramedicine.

After a review of the need for the proposed program, DC determined it would be a strong addition to its postsecondary offerings because:

- The role and scope of the paramedic within the broader health care team has and continues to evolve to meet the changing needs of Ontario's population and challenges within the health care system;
- Employment growth is projected for paramedics in Ontario;
- The proposed three-year degree provides DC with the ability to embed higher-order learning outcomes that better equip graduates with the strategies to effectively cope with trauma, manage stress, and seek assistance when needed in the workforce;
- The program aligns DC with proposed paramedicine degree offerings at other Ontario CAATs;
- DC has bench strength in the area with its Primary Care Paramedic Ontario College Diploma and Advanced Care Paramedic Ontario College Graduate Certificate programs;
- DC has a demonstrated history of strong graduate success on the Advanced Emergency Medical Care Assistant (AEMCA) certification exams.

5. Financial/Human Resource Implications

The New Program Summary attached provides a projected nine-year budget for each proposed degree program with account of all capital and human resource requirements.

The target for new contribution breaks even in Year 2 for the proposed program. As a capital-intensive program, the BPMD does not meet contribution expectations; however, it addresses the increasing needs of the community and is aligned with the sector for highly-trained paramedics.

The proposal for the new Bachelor of Paramedicine will be submitted to the Ministry of Colleges and Universities for quality review by the Postsecondary Education Quality Assessment Board (PEQAB) in Winter 2025.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no anticipated implications for Ontario Tech University resulting from the implementation of this new program recommendation.

8. Strategic Alignment

8.1 Strategic Fit

The proposed program aligns with the following goals of the [Academic](#), [Strategic](#), and [Business](#) plans.

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

1.1 We will develop, launch, review and renew high-quality programs that reflect evolving societal and workforce needs.

- Enhancement of paramedic scope, responsibility, and service expansion beyond emergency services to include inter-professional care provision, mobile health care and evidence-informed practice at the baccalaureate level.

1.2 We will maximize opportunities for students to build the durable skills they need to be successful in their careers and lives.

- Expanded scope and role of paramedics, as well as an increased focus on paramedic employee retention and wellbeing, requires an enhanced approach to the education and preparation of paramedics.
- Core course with mental and physical health wellbeing focus: Paramedic Wellness (PCPM 3003).

1.5 We will support our commitments as a proud signatory of the Indigenous Education Protocol for Colleges and Institutes, the Dimensions: Equity, Diversity and Inclusion Canada charter and the BlackNorth Initiative pledge.

- Continued partnership with Seven Generations Education Institute in the delivery of the DC Primary Care Paramedic program, serving Indigenous communities and reflecting their needs and perspectives.

- Integration of Indigenous ways of knowing, being and doing into person-centered care, with specific training in the health and wellness of Indigenous peoples.
- Core course with industry-specific Indigenous focus: Indigenous Knowledge & Critical Conversations in Health and Social Care (PCPM 2504)

Goal 2: Enhance Exemplary Teaching and Learning Practices

2.1. We will enhance the culture of exemplary teaching by promoting continuous professional growth.

- Professional activities and proactive supporting competencies identified by the National Occupational Standards Profile.
- Specific courses: Paramedic Maintenance of Certification Lab (PCPM 3002) and Paramedic Professional Portfolio (PCPM 3502).
- Continue to support faculty development/currency in subject matter and practice.

Strategic & Business plans

Pillar: Our Students

Goal: To educate and inspire students to realize success in their careers and communities.

8.2 Fit with Existing Programs

The role of the paramedic within the broader health care team has and continues to evolve to meet the changing needs of Ontario's population and challenges within the provincial health care system.

Currently, 18 of 24 Ontario CAATs offer a Primary Care Paramedic Ontario College Diploma program. Over the past two years, a collaborative effort led by the Heads of Health Sciences has been working towards implementing a three-year degree with support from the Coordinating Committee of Vice-Presidents, Academic (CCVPA). DC is proactively preparing for the degree offering and is well-positioned to offer the credential.

While there are three bachelor degree programs currently being offered in paramedicine in public post-secondary institutions in other provinces across Canada, none of these programs directly align with the specific goals of this proposed 3-year paramedicine degree program. The existing programs are built

upon the framework of a two-year diploma credential, with options for specialized training or advanced degree completion.

Offering this program will further position DC as a leader in paramedic education in Ontario, while aligning DC with the future of paramedicine program offerings at other Ontario CAATs.

General Program Information

Proposed Program Title: Bachelor of Paramedicine

Proposed Credential: Bachelor Degree (3-year)

Academic Dean(s): Mojgan Rezvani, Executive Dean

Faculty: Health Sciences

Date of Review by PPRC: September 18, 2024

MTCU Code:

Weight and Funding Unit (as per APS table):

Proposed Tuition: Year 1: \$7,711 (domestic)

Classification of Instructional Program (CIP) Code(s): Emergency medical technology/technician (EMT paramedic) (51.0904)

NOC Code(s):

- 0112 (2016): Human resource managers equivalent to 21120 (2021): Public and environmental health and safety professionals;
- 2263 (2016): Inspectors in public and environmental health and occupational health and safety equivalent to 22232 (2021): Occupational health and safety specialists;
- 3234 (2016): Paramedical occupations equivalent to 32102 (2021): Paramedical occupations;
- 4312 (2016): Firefighters equivalent to 42101 (2021): Firefighters.

Proposed Implementation: Fall 2026

Year 1 Enrolment: 60 (standard)

Number of Sections, Y1: 2 sections (60 LEC, 30 LAB)

International Students Seat Allocation: 0

Number of Semesters: Six academic semesters + Two WIL semesters.

Total Hours: 1498 instructional hours + 584 WIL hrs = 2082 hours

New or Replacement Program: New

Number of New FT/PT Faculty: Current FT faculty assigned to the Paramedic Diploma to be reassigned to the Paramedicine 3-year degree; 3.5 FT Faculty.

Program Delivery Methods: Classroom, Lab, Simulations, WIL

Laptop Requirement: No

New or Renovated Space Requirements: No

Total Capital Costs: Year 1: \$0

1. Approval Stages

The following approval stages have been assessed for this program:

- Escan: Labour Market Analysis and for degrees: Student Demand
- Budget reviewed and approved by the Chief Financial Officer
- Presented to the Program Proposal Review Committee (September 18, 2024)
- New Program Proposal Summary reviewed by the Director, Academic Quality, Centre for Teaching and Learning (September 23, 2024)
- New Program Proposal Summary reviewed by the Dean, Centre for Teaching and Learning (September 22, 2024)
- New Program Proposal Summary reviewed and approved by Vice-President, Academic & Students (DATE: November 11, 2024)
- New Program Proposal Summary reviewed and approved by President (DATE:)

2. Program Overview

2.1 Program Description

Durham College (DC) is proposing to offer a Bachelor of Paramedicine (BPMD) degree in collaboration with 17 other Colleges of Applied Arts and Technology (CAAT) in Ontario. This sector-wide collaboration is advancing with the support of Colleges Ontario and the Committee of Presidents, who are advocating for a system-wide transformation in the paramedicine field. DC will offer the proposed BPMD program if approvals from the Ministry of Health and the Ministry of Universities and Colleges are granted.

The proposed program is a three-year degree designed to prepare graduates for entry to practice and paramedic employment. The program responds to the changing expectations for paramedic practice through addressing the changing role and scope of paramedic care within Ontario's health care system. Pending guidance from the MoH, this proposed baccalaureate program would replace the current two-year Paramedic Ontario College Diploma (OCD) program across the CAAT sector or would become the terminal program for students to pathway into from the Paramedic OCD, offering enhanced knowledge and skill development.

This proposed BPMD program facilitates the development of proficiency in comprehensive theoretical and specialized knowledge and practical skills required for a career in paramedicine. Areas of focus include health sciences, pharmacology, assessment and clinical reasoning, interprofessional collaboration, physical and mental wellness, evidence-informed practice, and trauma-informed approaches of person-centered paramedic care. Through theory courses, practical labs, simulation, and experiential learning opportunities, students develop the knowledge and skills required to effectively assess, communicate, and provide safe paramedic care to complex acute and chronic physiological and/or psychological conditions in pre-hospital environments. The proposed bachelor's degree will emphasize the skills, knowledge and attitudes required to perform on interprofessional health care teams and in specialized paramedic roles.

Students benefit from experiencing the various contexts in which paramedics work, applying knowledge and theory in experiential learning courses, exposing them to the role of paramedics in standard industry environments such as hospital and paramedic service placement, and emerging environments such as team-based and community placements. Graduates will enter the workforce with 584 hours combined work-integrated learning experiences relating to paramedic services.

2.2 Vocational Program Learning Outcomes

The proposed BPMD program learning outcomes (PLOs) were developed in alignment with the Ontario Qualifications Framework (OQF) column 10 standards, the 2019 Primary Care Paramedic Provincial Curriculum Framework (PCP-PCF), and the 2024 Paramedic Association of Canada's (PAC) National Competency Framework for Paramedics (NCFP) (formally known as the National Occupational Standards Profile). The PLOs are listed below.

Graduates will:

1. Apply effective advocacy skills to enhance inter/intra professional collaboration and deliver optimal person-centered care.
2. Assess a range of acute and undifferentiated health concerns and analyze assessment findings to formulate a person-centered plan of care in compliance with the current regulatory framework.
3. Integrate a trauma informed care approach to promote wellness and shared decision-making with persons related to paramedic care and services in compliance with the current regulatory framework.
4. Evaluate patients' transportation/disposition priorities to support person-centered care in a range of settings where paramedic services are provided.

5. Adapt preventive and therapeutic paramedic care strategies to stabilize, maintain and promote patients' health in compliance with the current regulatory framework.
6. Integrate clinical reasoning, decision-making and paramedic procedural skills to provide comprehensive paramedic care that includes safe and effective performance of primary care paramedic delegated controlled medical acts within the current regulatory framework and certification standards.
7. Synthesize paramedic care information to meet continuity of care goals through safe and effective communication, reporting and documentation in compliance with legislation, regulations, standards and applicable policies and procedures.
8. Prioritize practices that enhance personal safety and contribute to the safety of colleagues, patients and others while delivering paramedic care and services.
9. Execute the required skills and knowledge to ensure safe operation of an ambulance vehicle, communication equipment and all associated paramedic care equipment.
10. Integrate ethical decision-making and clinical judgement to provide safe and effective person-centered paramedic care and services within the medical, legal, and ethical requirements of the paramedicine field.
11. Synthesize research evidence and assess its relevance to improve paramedic practice.
12. Adapt proven wellness and leadership practices to mitigate personal health and well-being risks inherent to the paramedic role.
13. Model on-going professional development in the delivery of safe and effective paramedic care and services, by engaging in reflective practice and planning for self-directed continuing education.

2.3 Admission Requirements

Ontario Secondary School Diploma (OSSD) or [Mature Student Status](#)

AND

Six Grade 12 U or M courses with a combined minimum average of 65 per cent including:

- Grade 12 U English with a minimum grade of 60%;
- Grade 12 U mathematics with a minimum grade of 60%;
- Grade 12 U biology with a minimum grade of 60%;
- Grade 12 U chemistry with a minimum grade of 60%.

AND

Post-admission requirements:

- Clear Criminal Reference Check (CRC) with Vulnerable Sector Screening (VSS);
- Current Canadian Heart and Stroke CPR (BLS provider) (within one year);
- Current standard first aid certificate (within three years);
- Entry immunization form including COVID-19 vaccination;
- Freedom from communicable disease report;
- Proof of N95 mask fit test completed through authorized mask fit provider;
- Minimum Class G2 driver's license (must have valid Class G driver's license by end of the first year of the program).

2.4 Differentiation (Within DC)

DC is well positioned to offer a Bachelor of Paramedicine (BPMD) degree program. Our current Paramedic Ontario College Diploma (OCD) program is delivered in state-of-the-art paramedic practice laboratories by a dedicated team of faculty members with extensive industry and educational experiences. To equip students with practical skills, DC offers three levels of competency development, including skill and simulation laboratories, field placement, and practicum. Our strong partnerships with local and regional paramedic services ensure access to valuable placement opportunities and experienced preceptors. DC has a strong reputation in health care education, and our graduates are well-prepared to meet the growing demand for highly skilled paramedics, making our program a competitive choice. DC's partnership with Seven Generations Education Institute extends our influence in paramedicine, supporting the needs and perspectives of Indigenous communities through the delivery of DC's Primary Care Paramedic program. By leveraging these strengths, DC is poised to offer a paramedicine degree.

In addition to their industry specific knowledge and skills, graduates of the proposed BPMD degree will emerge as capable paramedics possessing advocacy, communication and leadership skills. Graduates will be well prepared in completing the Ministry of Health (MOH) Advanced Emergency Medical Care Assistant (AEMCA) examination and certification and Regional Base Hospital paramedic certifications. DC has an established track record of student success in the AEMCA examination, which positions us well to maintain high academic standards with the proposed three-year degree. In 2023, 98 per cent of DC graduates who challenged the exam were successful on their first attempt, with 100 per cent success on the second attempt where they were required to sit the exam again. Additionally, the delivery model for the proposed BPMD will enhance the foundational education of a paramedic by providing comprehensive training in leadership; trauma-informed care; and clinical reasoning, ensuring graduates are prepared to progress into specialized areas of paramedicine, including Community Paramedicine and Advanced Care Paramedic roles.

3. Program of Study

3.1 Work Integrated and Experiential Learning

What work integrated learning (WIL) and/or experiential learning (EL) opportunity is included or planned for this program? Choose all that apply:

Work Integrated Learning Opportunities

- Co-op (Mandatory)
- Co-op (Optional)
- Clinical placement
- Field/Work Placement
- Skills Lab that simulates workplace environment (e.g., clinical skills lab used by nursing students to practice on life-like patient models, “fieldwork”)
- Degree practicum – Mandatory

Describe, briefly, the opportunity(ies) in the proposed program; whether it is consistent with the opportunity(ies) offered at other colleges; if different, why.

The program includes Work-Integrated Learning (WIL) experiences in four of the six semesters, totalling 584 hours. The emphasis on WIL experiences demonstrates DC’s commitment to industry relevant curriculum and graduate readiness. By way of three professional practicums, graduates of the proposed BPMD degree possesses the knowledge, attitudes, and competencies required by an Ontario Paramedic.

In year one, students participate in an experiential learning course, PCPM 1550, designed to bridge theoretical knowledge with hands-on practice through immersive simulations and real-world scenarios. This course utilizes simulation-based learning and authentic assessments to prepare students for clinical experiences and advanced procedural skills in year two of the program.

During year two, students engage in their first professional practicum. The PCPM 2550 course provides students a placement within a hospital setting to support the authentic application of knowledge and skills in a controlled clinical setting.

In the professional practicum during the final year of study (PCPM 3000 and PCPM 3500), students are placed in Paramedic Services, responding to calls on an ambulance staffed with paramedic preceptors (PCPM 2550). Paramedic students may achieve academic certification to perform delegated medical acts under the supervision of a paramedic preceptor.

Engaging in Intravenous (IV) skill development and academic certification in a focused, uninterrupted and consolidated practicum allows students to support stakeholder needs and enhance their experience in preparation for direct entry to Primary Care Paramedic – Autonomous IV (PCP-AIV) practice. Furthermore, the professional practicum in the

final semester affords paramedic service partners future opportunities to opt for a paid internship and transition the DC paramedicine graduate directly into employment.

The proposed WIL for the Bachelor of Paramedicine degree comprises:

Course Code	Description
PCPM 1550: Experiential Learning	Students demonstrate patient assessment, management, and procedural skills in various simulated settings. Students incorporate reflections to identify learning needs and create a plan for ongoing professional development.
PCPM 2550: Professional Practicum 1	Opportunities allow the integration of knowledge and initialisation of IV cannulation and maintenance in Day Surgery, Emergency Departments, and other clinical settings. Students consolidate previous course knowledge and develop IV procedural skills required for autonomous IV academic certification. Under supervision, paramedic students collaborate with various professions to integrate assessment, BLS and ALS management, safe medication administration, and paramedic care in various clinical settings. Students are required to appropriately communicate and document all patient care.
PCPM 3000: Mandatory Professional Practicum 2	Students under preceptor supervision arrive at paramedic care decisions by integrating comprehensive assessment findings with careful consideration of therapeutic risks, benefits, and differential diagnoses. Students conduct assessments and interpret results under increasingly complex and high-pressure situations including multi-system failure, multiple-casualty incidents, and high-acuity patients. Students synthesize and apply all previously acquired assessment skills to inform critical decision-making and justify patient care plans. Students achieve academic certification and employ clinical reasoning to fully integrate the BLSPCS/ALSPCS whilst adapting to actual and potential patient condition and scene dynamic changes.
PCPM 3500: Mandatory Professional Practicum 3	Students consolidate the knowledge, attitudes, and skills of Paramedic practice through a professional practicum with a paramedic service. Under academic certification, students consolidate clinical reasoning and decision making to fully integrate the BLSPCS/ALSPCS whilst adapting to actual and potential patient condition and scene dynamic changes. Leadership, person-centered communication, and interprofessional collaboration will be honed to ensure optimal paramedic care and community response. Students are expected to integrate medical, socioeconomic, and cultural factors in a trauma-informed approach, facilitating shared decision-making and person-centered care in delivery of paramedic care and services.

New Program Summary

Program of Study

Year	Semester	Course Title	Total Hours	Pre-requisites
1	Semester 1	PCPM 1000: Paramedic Science 1	84	
		PCPM 1001: Introduction to Clinical Reasoning & Interprofessional Care	42	
		PCPM 1002: Paramedic Care Lab	70	
		PCPM 1003: Paramedic Jurisprudence	42	
		PHYS 1004: Anatomy & Physiology 1	84	
	Semester 2	PCPM 1500: Paramedic Science 2	84	PCPM 1000, PCPM 1002, PHYS 1004
		PCPM 1501: Clinical Reasoning & Pharmacology	42	PCPM 1000, PCPM 1001, PCPM 1002, PCPM 1003
		PCPM 1502: Paramedic Care Lab 2	84	PCPM 1000, PCPM1001, PCPM 1002, PCPM 1003, PHYS 1004
		PCPM 1503: Advocacy & Evidence Informed Care	42	PCPM 1001. PCPM 1002, PCPM 1003
		PHYS 1504: Anatomy & Physiology 2	84	PHYS 1004
Semester 2C (Spring/Summer)	PCPM 1550 Experiential Learning	56	All PCPM Courses in Semester 1-2	
2	Semester 3	PCPM 2000: Paramedic Science 3	84	PCPM 1500, PCPM1501, PCPM 1502 PHYS 1504
		PCPM 2001: Advanced Clinical Reasoning & Pharmacology	42	PCPM 1500, PCPM 1501
		PCPM 2002: Paramedic Care Lab 3	84	PCPM 1500, PCPM1501, PCPM 1502, PCPM 1503, PHYS 1504
		PCPM 2003: Leadership & Interprofessional Care	42	PCPM 1503
		PCPM 2004: Paramedic Communications	42	PCPM 1500, PCPM 1503

New Program Summary

3	Semester 4	Degree Breadth Course	42	
		PCPM 2500: Paramedic Science 4	84	PCPM 2000, PCPM 2001
		PCPM 2501: Wellness & Evidence Informed Care	42	PCPM 2000, PCPM 2003, PCPM 2004
		PCPM 2502: Paramedic Care Lab 4	84	PCPM 2000, PCPM 2001 PCPM 2002, PCPM 2003, PCPM 2004
		PCPM 2503: Specialized Care & Community Based Paramedicine	42	PCPM 2001, PCPM 2002, PCPM 2003, PCPM 2004
		PCPM 2504: Indigenous Knowledge & Critical Conversations for Health and Social Care	42	PCPM 2003, PCPM 2004
		Degree Breadth Course	42	
	Semester 4C (Spring/Summer)	PCPM 2550 Mandatory Professional Practicum 1	84	All PCPM Courses in Semester 4
	Semester 5	PCPM 3000 Experiential Learning 2	144	All PCPM Courses in Semester 4, PCPM 2550
		PCPM 3001: Paramedic Specialization & Alternative Care Pathways	42	PCPM 2500, PCPM 2501, PCPM 2503, PCPM 2504
		PCPM 3002: Paramedic Maintenance of Certification Lab	42	PCPM 2500, PCPM 2502, PCPM 2550
		PCPM 3003: Paramedic Wellness	42	PCPM 2501, PCPM 2504
Semester 6		PCPM3500: Mandatory Professional Practicum 3	300	All PCPM Courses in Semester 5
	PCPM3501: Paramedic Specialization & Alternative Care Pathways 2	42	PCPM 3001	
Total Course Hours			1498	
Work Integrated Learning (WIL) Hours			584	
Total Program Hours			2082	

Semester 1

Course Title: Paramedic Science 1

Course description: This course introduces basic life support assessment and management principles that form the basis for paramedic care. Integrating anatomy and physiology learning with clinical reasoning, students link assessment findings to the basic life support standards and applicable evidence-informed guidelines. Through self-directed study, lecture and inquiry-based learning, students apply theory supporting paramedic assessment, management, clinical reasoning, and care strategies for various traumatic or medical body system conditions.

Instructional Setting: Classroom

Total Hours (Semester): 84

Course Title: Introduction to Clinical Reasoning and Interprofessional Care

Course description: This course introduces clinical reasoning, communications and interprofessional care. Fundamental communication practices, documentation tools and techniques will be situated within the relevant legislation and regulations guiding paramedic practice and contributing to patient privacy and confidentiality. Course learning encourages students to develop various communication approaches that encourage non-judgmental and empathetic interactions with patients and their care partners. Through theoretical and applied learning, paramedic students are introduced to interprofessional communication and interactions to support skill development in safe handover and interprofessional care.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Paramedic Care Lab

Course description: Through simulation-based learning, this course supports adaptation and integration of previous basic life support (BLS) paramedic assessment and management skills to complex situations and conditions. Students continue to utilize paramedic care equipment and develop the procedural skills to apply advance life support (ALS) patient care standards (PCS) in simulated environments. Students will advance their strength and conditioning to progress paramedic lifting towards entry to practice requirements. In addition to physical wellness, students apply principles of mental wellness before and after paramedic care labs.

Instructional Setting: Lab

Total Hours (Semester): 70

Course Title: Paramedic Jurisprudence

Course description: Students examine pre-hospital care from a historical perspective and will concentrate primarily on legislation and documentation that pertains specifically to the provision of pre-hospital care in Ontario. This course also addresses issues related to professionalism and introduce concepts of empathy & compassion, humility, embracing diverse perspectives, and considerations of equity in health and health care. Effective and efficient communication skills will be emphasized. Requirements and regulations for safe and efficient paramedic operations will be introduced.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Anatomy & Physiology

Course description: This foundational course introduces the study of human anatomy and physiology and is the first of two courses exploring the structure and function of the human body for the Bachelor of Paramedicine program. An integrated and systemic approach will be taken to provide the student with the background concepts for application across their other Paramedic courses. A combination of lecture, laboratory, and tutorial learning will cover the following topics: basic anatomical concepts and terminology; fundamentals of histology; fluid-electrolyte and acid-base balance; as well as the cardiovascular and respiratory systems.

Instructional Setting: Classroom

Total Hours (Semester): 84

Semester 2

Course Title: Paramedic Science 2

Course description: This course will build on the pre-requisite course knowledge to support development of basic and advanced life support assessment and management principles forming the basis for paramedic care. Students further their understanding of paramedic assessment, management, and care strategies for various medical and traumatic alterations to body system pathophysiology. Students will be prepared to provide more advanced pre-hospital care, including cardiac monitoring and medication administration.

Instructional Setting: Classroom

Total Hours (Semester): 84

Course Title: Clinical Reasoning & Pharmacology

Course description: Students will explore basic pharmacological principles and select medication classifications. Students will study pharmacokinetics and pharmacodynamics, and paramedic responsibilities for safe medication administration. Additionally, algorithmic clinical decision making will be introduced within the Primary Care Paramedic scope of practice allowing for application of the fundamental principles of medical math, and the regulations, guidelines and documentation that pertain to the administration of medications in professional practice.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Paramedic Care Lab 2

Course description: In this course students adapt previous basic life support (BLS) paramedic assessment and management skills to complex situations and conditions. Students will develop the procedural skills to apply advance life support (ALS) patient care standards (PCS) in simulated environments.

Instructional Setting: Lab

Total Hours (Semester): 84

Course Title: Advocacy & Evidence Informed Care

Course description: This course provides an opportunity for students to prepare for entry into the field and community and work with various populations. The course will focus on both physical and mental wellness and what to expect as a frontline health practitioner. Students will prepare to work with a range of populations, delivering responsive, culturally appropriate, and patient-focused care. Students will be introduced to the concepts of use of self, trauma informed care, and cultural competency, humility, and safety. The course will also support development of foundational skills associated with research and evidence-informed practice.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Anatomy & Physiology 2

Course description: This course explores the structure and function of the human body. An integrated and systemic approach will be taken to provide the student with the background concepts for application across their program. A combination of lecture, laboratory, and tutorial learning will cover the anatomy and physiology of the skin, musculoskeletal, nervous, endocrine, digestive, urinary, and reproductive systems.

Instructional Setting: Classroom

Total Hours (Semester): 84

Semester 2C (Spring/Summer)

Course Title: Experiential Learning

Course description: Students will demonstrate semester 1 and 2 patient assessment, management, and procedural skills in various experiential learning settings. Students will also incorporate reflection to identify learning needs and create a plan for ongoing professional development.

Instructional Setting: WIL

Total Hours (Semester): 56

Semester 3

Course Title: Paramedic Science 3

Course description: This course will provide advanced study of disease processes and trauma, including their pathophysiology and clinical manifestations. Students will be prepared to provide basic & advanced life support, medication administration and paramedic care requiring advanced clinical reasoning and decision making.

Instructional Setting: Classroom

Total Hours (Semester): 84

Course Title: Advanced Clinical Reasoning & Pharmacology

Course description: Students will enhance their general pharmacological knowledge by integrating a greater understanding of pharmacodynamics and pharmacokinetics of commonly used drug classifications, as they relate to acute and chronic illnesses. The student will identify adverse effects including toxidromes of various prescribed and illicit drugs. Students will also further their knowledge and integration of pre-hospital

medication guidelines with effective clinical reasoning. Students will combine all theories from the previous year and apply them to the Advanced Life Support Patient Care Standards.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Paramedic Care Lab 3

Course description: This simulation-based learning course emphasizes paramedic care in increasingly complex and dynamic situations. Building upon fundamental assessment and management practices, students will assess complex, undifferentiated, and/or co-morbid health problems. Employing increasingly sophisticated assessment equipment and processes, students will be called upon to discriminate between relevant and irrelevant information, consider differential diagnoses, and account for adverse drug interactions in formulating a person-centred care plan while managing a pre-hospital environment.

Instructional Setting: Lab

Total Hours (Semester): 84

Course Title: Leadership & Interprofessional Care

Course description: Students will explore interprofessional collaboration and develop their leadership skills to enhance patient outcomes, extend patient advocacy, and support patient safety. Students will develop an understanding of group dynamics and conflict to become a more effective team member and contribute to overall continuity of care for patients within the broader health care system. Students will employ reflective practice strategies to bolster personal and professional growth.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Paramedic Communications

Course description: Students will further develop trauma informed strategies and techniques for person-centred communication with colleagues, bystanders, and patients and their care partners. Students will acquire the practical knowledge and skills to use communication devices and write reports in accordance with guiding requirements and evidence informed practices. Students will advance their understanding of group dynamics and techniques that are beneficial as a member of an interprofessional team to ensure continuity of care and optimize shared decision making. Evidence informed conflict management and de-escalation strategies will also be applied to support and optimize care for persons in crisis.

Instructional Setting: Classroom

Total Hours (Semester): 42

Semester 4

Course Title: Paramedic Science 4

Course description: This course bridges the previous paramedic science knowledge with concepts in toxicology, CBRNE, gerontology, bariatrics, metabolic and congenital

disorders, as well as intravenous therapy. Students will advance their knowledge in specialized paramedic care situations, such as mental health, palliative care, and autonomous intravenous therapy. At the conclusion of the course, students will be proficient in the knowledge required to safely initiate and maintain intravenous therapy.

Instructional Setting: Classroom

Total Hours (Semester): 84

Course Title: Wellness & Evidence Informed Care

Course description: This course advances learner knowledge in research and evidence-informed care. Students will integrate key biostatistical concepts and contemporary critiques of western research to the interpretation and evaluation of evidence to inform practice. They will also analyze common quality assurance and quality improvement processes employed in paramedicine. Students will critically appraise wellness strategies to support growth and professional development. They will gain an appreciation for ways in which evidence informed practice, quality assurance and improvement processes contribute to a culture of wellness and patient safety.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Paramedic Care Lab 4

Course description: This simulation-based learning course allows students to integrate clinical reasoning, decision-making and paramedic procedural skills in simulated and experiential learning settings. Students will provide comprehensive paramedic care within the current regulatory framework, including safe and effective simulated care at the level of primary care paramedic with intravenous therapy. Students will also apply a trauma-informed approach to various simulated scenarios involving persons with complex and challenging mental health and communication needs.

Instructional Setting: Lab

Total Hours (Semester): 84

Course Title: Specialized Care & Community Based Paramedicine

Course description: This course continues to advance student insight into their community, relationships, resources, and allied agencies within their community. Students will learn from, with and about a variety of inter/intra professional members in the community and their role in the continuum of patient care and community-based paramedic services. Students will additionally appraise and differentiate various aspects of death and dying in the pre-hospital environment.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Indigenous Knowledge & Critical Conversations for Health and Social Care

Course description: This course explores the health and wellness of Indigenous, Metis, and Inuit persons. Guided by the two-eyed seeing approach, students will integrate Indigenous ways of knowing, being and doing into their current understanding

of person-centered care. Additionally, students will apply an awareness of Indigenous Determinants of Health to future paramedic practice and care.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Professional Practicum 1

Course description: This professional practicum provides paramedic students opportunities to integrate knowledge and initiate IV cannulation and maintenance in Day Surgery, Emergency Departments, and other clinical settings. Students will consolidate previous course knowledge and develop IV procedural skills required for IV certification. Paramedic students, under supervision, will collaborate with various professions to integrate assessment, management strategies, safe medication administration, and paramedic care in various clinical settings. Students will also be required to appropriately communicate and document all patient care.

Instructional Setting: WIL

Total Hours (Semester): 84

Semester 5

Course Title: Mandatory Professional Practicum 2

Course description: In this course, students under preceptor supervision will arrive at paramedic care decisions by integrating comprehensive assessment findings with careful consideration of therapeutic risks, benefits, and differential diagnoses. Students will conduct assessments and interpret results under increasingly complex and high-pressure situations including multi-system failure, multiple-casualty incidents, and high-acuity patients. Student will synthesize and apply all previously acquired assessment skills to inform critical decision-making and justify patient care plans. Students will achieve academic certification and employ clinical reasoning to fully integrate the BLSPCS/ALSPCS whilst adapting to actual and potential patient condition and scene dynamic changes.

Instructional Setting: WIL

Total Hours (Semester): 144

Course Title: Paramedic Specialization & Alternative Care Pathways

Course description: Students will advance critical thinking and identify health care equity, access, and improvement opportunities in the application of paramedic skills, collaboration, community initiatives, alternative care pathways and paramedic specialization. Appraising, critiquing, and envisioning various models of collaborative health care delivery will be investigated. Emphasis will be placed on health promotion within the profession and the community. Emerging trends, novel healthcare application and expansion of collaboration within health care teams will be explored and advanced.

Instructional Setting: Classroom

Total Hours (Semester): 42

Course Title: Paramedic Maintenance of Certification Lab

Course description: Students will integrate individual feedback into the development of a career timeline and professional goals. Students will determine strategies to be

successful in the field of paramedicine and explore strategies for maintaining their certification and addressing learning gaps in paramedic care & procedural skills. Students will utilize simulation to consolidate and address any learning gaps identified in the professional practicum and prior to entering independent practice.

Instructional Setting: Lab

Total Hours (Semester): 42

Course Title: Paramedic Wellness

Course description: This course requires students to integrate reflection with current levels of mental and physical health to consolidate necessary wellness practices and networks. Employing evidence informed practices, student will further appraise current wellness practices for relevancy and impact. Students will complete an entry-to-practice wellness plan and learn from, with and about the professionals providing wellness services and planning.

Instructional Setting: Classroom

Total Hours (Semester): 42

Semester 6

Course Title: Mandatory Professional Practicum 2

Course description: This course consolidates the knowledge, attitudes, and skills of Paramedic practice through a professional practicum with paramedic service. Under academic certification, students will consolidate clinical reasoning and decision making to fully integrate the BLSPCS/ALSPCS whilst adapting to actual and potential patient condition and scene dynamic changes. Leadership, person-centered communication, and interprofessional collaboration will be honed to ensure optimal paramedic care and community response. Students will be expected to integrate medical, socioeconomic, and cultural factors in a trauma informed approach, facilitating shared decision-making and person-centered care in delivery of paramedic care and services.

Instructional Setting: WIL

Total Hours (Semester): 300

Course Title: Paramedic Specialization & Alternative Care Pathways

Course description: Students will continue to advance critical thinking and identify collaborative care models, alternative pathways, and paramedic specialization to improve health care, equity, and access. Students will explore various types of paramedic specializations and opportunities. Additionally, students will design a quality assurance program for their PCPM 3001 project and initiative.

Instructional Setting: Classroom

Total Hours (Semester): 42

4. Strategic Alignment

4.1 Strategic Fit

The proposed program aligns with the following goals of the [Academic](#), [Strategic](#), and [Business](#) plans.

Academic Plan

Goal 1: Ensure Exceptional Quality in our Academic Programs

1.1 We will develop, launch, review and renew high-quality programs that reflect evolving societal and workforce needs.

- Enhancement of paramedic scope, responsibility, and service expansion beyond emergency services to include inter-professional care provision, mobile health care and evidence-informed practice at the baccalaureate level.

1.2 We will maximize opportunities for students to build the durable skills they need to be successful in their careers and lives.

- Expanded scope and role of paramedics, as well as an increased focus on paramedic employee retention and wellbeing, requires an enhanced approach to the education and preparation of paramedics.
- Core course with mental and physical health wellbeing focus: Paramedic Wellness (PCPM 3003).

1.5 We will support our commitments as a proud signatory of the Indigenous Education Protocol for Colleges and Institutes, the Dimensions: Equity, Diversity and Inclusion Canada charter and the BlackNorth Initiative pledge.

- Continued partnership with Seven Generations Education Institute in the delivery of the DC Primary Care Paramedic program, serving Indigenous communities, and reflecting Indigenous needs and perspectives.
- Integration of Indigenous ways of knowing, being and doing into person-centered care, with specific training in the health and wellness of Indigenous peoples.
- Core course with industry-specific Indigenous focus: Indigenous Knowledge & Critical Conversations in Health and Social Care (PCPM 2504).

Goal 2: Enhance Exemplary Teaching and Learning Practices

2.1. We will enhance the culture of exemplary teaching by promoting continuous professional growth.

- Professional activities and proactively supporting competencies identified by the National Occupational Standards Profile.

- Specific courses: Paramedic Maintenance of Certification Lab (PCPM 3002) and Paramedic Professional Portfolio (PCPM 3502).
- Continue to support faculty development/currency in subject matter and practice.

Strategic & Business plans

Pillar: Our Students

Goal: To educate and inspire students to realize success in their careers and communities.

4.2 Fit with Existing Ontario College and University Programs

The role of the paramedic within the broader health care team has and continues to evolve to meet the changing needs of Ontario's population and challenges within the provincial health care system.

Currently, 18 of 24 Ontario CAATs offer a Primary Care Paramedic diploma. Over the past two years, a collaborative effort led by Heads of Health Sciences has been working towards implementing a three-year degree with support from the Coordinating Committee of Vice-Presidents, Academic (CCVPA). DC is proactively preparing for the degree offering and is well-positioned to offer the credential.

While there are three bachelor degree programs currently being offered in paramedicine in public post-secondary institutions in other provinces across Canada, none of these programs directly align with the specific goals of this proposed 3-year paramedicine degree program. These programs are built upon the framework of a two-year diploma credential, with options for specialized training or advanced degree completion.

Offering this unique and comprehensive program will continue to position DC as a leader in paramedic education in Ontario, while aligning DC with the future of paramedicine program offerings at other Ontario CAATs.

5. Labour Demand and Graduate Employment Possibilities

5.1 Labour Market Analysis

The proposed BPMD degree program addresses present and anticipated economic need within Ontario. In its current structure, Paramedic services face chronic challenges recruiting and retaining enough paramedics to meet Ontario's needs for primary care paramedicine. The role of the paramedic within the broader health care team has and continues to evolve to meet the changing needs of Ontario's population and challenges within the health care system. The proposed program model aligns the paramedicine curriculum to the changing expectations for paramedic practice within Ontario's health care system.

The [Plan to Stay Open: Health System Stability and Recovery](#) release in August 2022 directly responded to the many pressures facing the health system in ensuring appropriate and adequate resources and supports are in place to meet the medical needs of Ontario residents. Within the report, the Ministry of Health noted continued funding for community paramedicine and expanding models of care overseen by paramedics. Under the expanding models, paramedics were given the flexibility to treat patients and have them stay at home, take them to a more appropriate care centre, or treat and refer them to another care provider. This expansion was aimed to alleviate the volume of patients going to emergency departments¹.

The proposed three-year degree program aligns to the changing expectations for paramedic practice and will provide the time needed to improve the foundational education and skill development in primary care. This ensures graduates are prepared to progress into specialized areas of paramedicine, including Community Paramedicine and Advanced Care Paramedic roles.

Like other occupations within the health sector, the aging population is expected to increase the demand for paramedical workers; this growth is expected to be higher than the average for all occupations. The Canadian Occupational Projection System has estimated the need for an additional 4,000 paramedics in Ontario by 2028. Over the 2019-2021 period, employment growth in this occupational group was among the strongest, due largely to the COVID-19 pandemic and the sudden increase in demand for emergency medical services.

An industry overview for Other Ambulatory Health Care Services category which includes paramedical occupations shows job growth between 2022 – 2030, within the Durham Region at 14.4 per cent and 20.9 per cent across Ontario as a whole. The most significant change in staffing patterns is predicted to be within paramedical occupations, with a 6.4 per cent change in Durham Region; making up 60.1 per cent of total jobs within the Other Ambulatory Health Care Services category in the Durham Region.

In addition to the estimated demand for paramedics over the coming years, there is a need to improve certification exam preparedness in new graduates and retention of seasoned paramedics in the field. Paramedic services report high levels of mental health challenges and departures from the field, with employees feeling overwhelmed with the realities and expectations in the job. This in part was recognized in February 2021, by the Associate Minister of Mental Health and Addictions. Collaborative tables were established to identify supports, treatments, and recovery options for first responders². The Ontario Association of Paramedic Chiefs welcomed this opportunity to

¹ Ontario (2023). Plan to Stay Open: Health System Stability and Recovery. [Plan to Stay Open: Health System Stability and Recovery | ontario.ca](#)

² Ontario (2021). New Release: Ontario Taking Steps to Improve Mental Health Supporters for First Responders and Public Safety Personnel. [Ontario Taking Steps to Improve Mental Health Supports for First Responders and Public Safety Personnel | Ontario Newsroom](#)

not only speak about mental health but enhance programs that support paramedics and paramedic services.

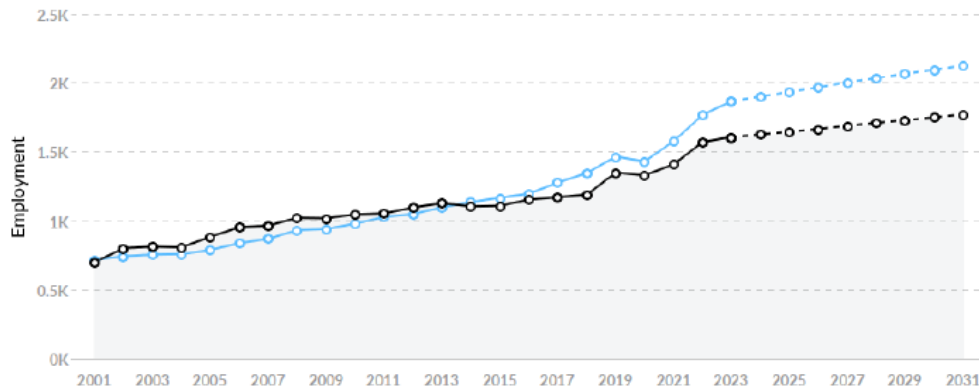
The proposed three-year degree provides the ability to embed higher-order learning outcomes to better equip graduates with the tools and strategies to effectively cope with trauma, manage stress, and seek assistance when needed. Graduates with increased mental health competencies will be better prepared for the field, potentially improving the retention of new employees and further contributing to stability in the workforce.

The provincial success rate of 2022 graduates who challenged the Advanced Emergency Medical Care Assistant (AEMCA) was 72 per cent, the lowest it has been over the past five years. In contrast, in 2023, 98 per cent of DC graduates were successful on their first attempt and 100 percent successful on their second attempt. The extension of the program to include a third year, along with the enhanced curriculum that aligns with baccalaureate studies, address the current issues of retention and exam preparedness by allowing an appropriate amount of time to be allocated to the learning that is required to meet the ever-expanding scope of practice for primary paramedics. This is anticipated to have an overall positive impact on the pool of eligible paramedics.

Industry Trends

Based on regional employment data for the Greater Toronto Area (GTA), which includes Toronto, Peel, York, Durham and Halton, the overall employment outlook is positive, with an estimated 4.7 per cent job growth over a five-year span (2023-2028). In 2023, paramedicine employment for the GTA was lower than the national average of 21,578 jobs, with a combined total of 14,915 part- time and full-time jobs. Consequently, annual salaries in the GTA (\$87,627) are higher than the national median salary of \$85,420, with salaries in Durham Region sitting at \$90,403. In addition, 273 related jobs are posted each month in the GTA which is on par with the national average of 270 monthly postings, demonstrating a shortage in labour availability.

By offering this degree program, DC has an opportunity to address the growing paramedic needs in the Durham Region. As of 2023, Durham Region had 1,607 paramedics; however, the national average for an area equivalent in size is 1,867 to ensure adequate service coverage. As indicated in the graph below, it is anticipated that Durham Region will see an increase in the number of paramedics by 2028; however, that growth will remain below the national average, demonstrating the need for more paramedic graduates.



Region	2023 Jobs	2028 Jobs	Change	% Change
● Durham (in Ontario)	1,607	1,710	103	6.4%
● National Average	1,867	2,035	169	9.0%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Durham (in Ontario). In other words, the values represent the national average adjusted for region size.

Source: Occupation Overview, Lightcast Q1 2024 Data Set, accessed: September 2024

While nearly half (43.4 per cent) of all paramedics are employed by local, municipal and public services, several other industries provide opportunities for paramedic program graduates:



Source: Occupation Overview, Lightcast Q1 2024 Data Set, accessed: September 2024

Outside of municipal ambulatory services, several companies in the Durham Region employ paramedic graduates in a variety of unique jobs:

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Aecon	20 	Health and Safety Specialists	27 
Ontario Power Generation	12 	Environmental Health and Safet...	18 
Thermo Fisher Scientific	10 	Health and Safety Coordinators	18 
Durham College	7 	Health and Safety Advisors	15 
Canadian Executive Search Grou...	5 	Environmental Health and Safet...	10 
Cpus Engineering Staffing Soluti...	5 	Health and Safety Managers	10 
Amazon	4 	Technical Officers	9 
Black & McDonald	4 	Health and Safety Officers	8 
City Of Oshawa	4 	Environmental Managers	7 
Lakeridge Health	4 	Firefighters	7 

Source: 2023 Occupation Overview, Lightcast Q1 2024 Data Set, accessed: September 2024

Regulation and Accreditation

At present, there is no accreditation process for the Paramedic Ontario College Diploma (OCD) program. However, future potential of accreditation processes for paramedic programs in Ontario may reflect the process for Advanced Care Paramedic (ACP) programs. Currently, the Ministry of Health, Emergency Health Regulatory and Accountability Branch (MOH-EHRAB) requires ACP programs to align with the [2011 PAC National Occupational Competency Profile \(NOCP\)](#). It is anticipated the 2024 Paramedic Association of Canada's (PAC) - National Competency Framework for Paramedics (NCFP) (formally known as the National Occupational Standards Profile) could form the framework for accreditation in Canada. The Canadian Safety Association's (CSA) public review of the revised 2024 PAC-NCFP closed on March 19, 2024; therefore, the proposed program has been aligned with the draft version of the 2024 PAC-NCFP. Following release of the finalized version of the 2024 PAC-NCFP, DC will complete a final detailed review and ensure alignment of the proposed learning outcomes for the BPMD in anticipation of this document being used for accreditation of paramedic programs in Canada.

Requirements of Certification and Regulatory Bodies

At present, PCP diploma programs must meet or exceed the 2008 diploma program standard and have MCU approval to access the MOH-EHRAB AEMCA exam and certification process. The proposed BPMD degree program exceeds both the MCU 2008 diploma program standard and the AEMCA/[Prehospital Emergency Care syllabus requirements](#).

The MCU sets the program standards for PCP and ACP paramedic training programs. A list of approved colleges and training institutions that offer PCP and ACP training programs can be found on the [paramedic training programs](#) page.

To achieve professional certification with a Regional Base Hospital, graduates must be employed with a paramedic service. Employment requires meeting part 3, subsection 6 of the Ambulance Act reg 257/00:

- Successful completion an ambulance and emergency care program or a paramedic program provided by a College of Applied Arts and Technology or have experience and qualifications that are approved as equivalent by the Director; and
- Obtained a pass standing in an advanced emergency medical care examination set by the Director or hold qualifications that the Director considers to be equivalent to the qualifications of an advanced emergency medical care assistant. O. Reg. 257/00, s. 7 (4); O. Reg. 386/01, s. 2 (2); O. Reg. 229/02, s. 2 (2).

And additionally:

- Be able to read, write and speak the English language fluently;
- Subject to subsection (2), not have received, during the year immediately prior to the date he or she commenced employment, six or more demerit points recorded on his or her record by the Registrar of Motor Vehicles under the Highway Traffic Act;
- Have maintained, during the two years immediately prior to the date he or she commenced employment and have continued to maintain during his or her employment, a valid driver's license under the Highway Traffic Act;
- Not have, at any time during the three years immediately prior to the date he or she commenced employment or during his or her employment, been prohibited under the Criminal Code (Canada) from driving a motor vehicle in Canada;
- Hold and maintain a driver's license that authorizes the person to drive an ambulance;
- Be free from all communicable diseases set out in Table 1 to the document entitled "Ambulance Service Communicable Disease Standards", published by the Ministry, as that document may be amended from time to time;

- Hold a valid certificate signed by a physician, nurse practitioner or other person authorized to administer the relevant vaccine that states that the person is immunized against diseases listed in Table 1 to the document entitled “Ambulance Service Communicable Disease Standards”, published by the Ministry, as that document may be amended from time to time, or hold a valid certificate signed by a physician or nurse practitioner that such immunization is contra-indicated;
- Not have been convicted of any crime involving moral turpitude for which the person has not been pardoned;
- When they start employment, they are certified in cardiopulmonary resuscitation to the Basic Rescuer level, the Advanced Cardiac Life Support level, or in a course approved by the Director. O. Reg. 257/00, s. 6 (1); O. Reg. 268/08, s. 2 (1); O. Reg. 803/21, s. 2.

The process for Regional Base Hospital Paramedic Certification can be found in the ALS PCS v 5.3 and reads as follows:

A Medical Director may certify a Paramedic to perform Controlled Acts and other advanced medical procedures listed in the ALS PCS. A Medical Director may stipulate other requirements relating to Paramedic Certification. The Medical Director shall communicate such requirements to the Paramedic and the Employer in writing. The Medical Director shall notify the Paramedic and Employer within three (3) Business Days of the decision with respect to Certification as to whether the Paramedic was successful or not in attaining his or her Certification.

New Certification:

The following requirements apply with respect to Paramedics who are seeking Certification from a Regional Base Hospital Program (RBHP) and who are not currently certified at that level by another RBHP, including Paramedics who have been previously certified in Ontario:

1. The Paramedic shall be employed or retained by an Employer.
2. The Paramedic shall complete a form provided by the RBHP that include the following:
 - a) a list of all RBHPs or other certifying bodies under which the Paramedic has previously received Certification within the ten (10) year period immediately preceding the application;
 - b) a declaration of the dates of all previous Deactivations and/or De-certifications that have previously occurred at all other RBHPs or other certifying bodies within the ten (10) year period immediately preceding the application;
 - c) and written permission for the prospective RBHP to obtain information in writing from other employers, other physicians, other programs, etc., regarding the Paramedic’s previous practice.

3. The Paramedic shall successfully complete an evaluation by the RBHP and any orientation and training required by the RBHP. The evaluation may include:
 - a) an assessment of knowledge and skills;
 - b) scenario evaluation; and
 - c) oral interview or clinical evaluation with the Medical Director or designate.

Upon meeting the above requirements, for new Certification, the Medical Director shall certify the Paramedic and require a condition of Consolidation on the Paramedic's Certification.

National Occupational Classification: Analysis

The National Occupational Classification (NOC) provides a standardized framework for organizing the labour force in a coherent system. Statistics Canada has updated the NOC classifications in 2021 to provide a finer and more updated reflection of the labour market using five digits instead of four for the NOC codes and corresponding it to the updated six-category training, education, experience and responsibilities (TEER) system.

Despite this update, many sources of labour market information have not yet transformed their database from the 2016 NOC structure to the 2021 NOC structure. Hence, the following description identifies the relevant 2016 and 2021 equivalencies but the discussion in the section relies upon the 2016 framework.

The following four NOC codes have been identified as relevant for employment in this area and are presented below, with both the 2016 NOC number and title as well as the equivalent 2021 NOC number(s) and title(s):

- 0112 (2016) – Human resource managers equivalent to 21120 (2021) – Public and environmental health and safety professionals;
- 2263 (2016) – Inspectors in public and environmental health and occupational health and safety equivalent to 22232 (2021) – Occupational health and safety specialists;
- 3234 (2016) – Paramedical occupations equivalent to 32102 (2021) – Paramedical occupations;
- 4312 (2016) – Firefighters equivalent to 42101 (2021) – Firefighters.

Industry Summary

Paramedics are employed in both private and public sectors across a variety of industries. However, in Canada, a majority of paramedics are employed in the public sector working in industries that don't lend themselves well to categorization using the NAICS (North American Industry Classification System). The majority of public sector paramedics are employed by Municipal and Provincial Public Administration. Public administration is a very broad industry that consists of fire, police, and paramedical occupations in addition to other government services such as public health nurses, finance, judicial and other public services. For this reason, labour market information often picks up on paramedical occupations in other industries where they constitute a larger share of the total employment in that given industry.

Industry Summary

The occupations reviewed above are distributed across the economy in a variety of different industries. The figure below demonstrates the wide distribution of the selected occupations in Ontario.



The table below displays the sectors in which the relevant occupations are employed.

32102 – Paramedical Occupations

1% Transportation and warehousing

88% Health care and social assistance

32102 – Paramedical Occupations

8% Public administration

2% All other industries

Source: Ontario Job Profiles <https://www.services.labour.gov.on.ca/labourmarket>, accessed Sept 2024.

The North American Industry Classification System (NAICS)³ provides a standardized framework for classifying industries present in any given geographic region. NAICS 6241, 6211 and 6219 were the industries identified as employing occupations relevant to graduates of the proposed paramedical degree program. These codes are: NAICS 6241 – Individual family services, 6211 – Offices of physicians and 6219 – Other ambulatory health care services.

The following table presents the number of employers in each industry by census divisions located close to Durham Region.

Number of Employers in Related Industries Based on Census Division							
NAICS Code – Industry	Durham	Toronto	York	Peel	Northumberland	Peterborough	Kawartha Lakes
6241 – Individual family services	84	487	135	125	22	300	9
6211 – Offices of physicians	477	5,163	1,214	1,275	75	256	56
6219 – Other ambulatory health care services	10	58	28	31	2	4	0
Total							

Source: Canadian Business Patterns, Lightcast Analyst 2024.1, accessed Sept 2024

³ NAICS is the agreed upon common framework for the production of comparable statistics by the statistical agencies of the three countries, Canada, Mexico and the United States. Its hierarchical structure is composed of sectors (two-digit code), subsectors (three-digit code), industry groups (four-digit code), and industries (five-digit code).

The following table presents the number of employers, according to size, for each industry that is located in the Durham census division.

Number of Employers in Durham Census Division (by employer size)								
NAICS Code – Industry	1-4	5-9	10-19	20-49	50-99	100-199	200-499	500 +
6241 – Individual family services	21	11	19	24	6	1	2	0
6211 – Offices of physicians	405	48	16	7	1	0	0	0
6219 – Other ambulatory health care services	7	0	1	0	1	0	1	0
Total								

6. Interest

Currently, 18 of 24 Ontario CAATs offer the PCP diploma, including DC. DC is proactively preparing for the degree offering to continue to position itself as a leader in paramedic education in Ontario.

DC's Paramedic OCD has strong student demand and enrolment, as shown in the table below.

Application and Enrolment Trends					
	2019	2020	2021	2022	2023
Applications	537	520	524	515	425
First Semester Enrolment	55	42	59	64	79

5. Analysis of Pathway Opportunities

Diploma to degree pathways are identified through a detailed gap analysis. The analysis determines whether the degree level standard and program learning outcomes will be able to be met by students with advanced standing. Through this analysis and subsequent identification and planned remediation of gaps, a program of studies for diploma to degree pathway students is created.

The gap analysis from the two-year Paramedic Ontario College Diploma (OCD) to the proposed 3-year BPMD degree indicated that Paramedic OCD graduates would require further development of their leadership and advocacy skills to effectively contribute to inter/intra-professional collaboration and advocate for patients' needs. This involves understanding leadership principles, effective communication strategies, and advocating for evidence-based practices for patient care. Additionally, Paramedic OCD graduates would require development of their understanding of trauma-informed care principles,

including recognizing trauma triggers, responding sensitively to trauma survivors, and promoting a supportive environment for patients. Finally, graduates would require enhancement of their clinical reasoning and decision-making skills to effectively assess and manage complex patient cases. This involves practicing critical thinking, problem-solving, and integrating evidence-based practices into clinical decision-making processes.

DC will offer degree completion pathway opportunities for qualified students who have successfully completed the Paramedic OCD and meet the pathway admissions criteria into the Bachelor of Paramedicine degree. Applicants can be admitted into one of the two options below:

1. Option one applies to graduates of the Paramedic OCD who have yet to achieve the education, procedural skills, and clinical experience requirements set forth by the Ontario Base Hospital Group for Autonomous IV Certification. This block transfer includes courses required to achieve the Autonomous IV Certification, thereby resulting in a 2 + 1.5 pathway opportunity.
2. Option two applies to graduates of the Paramedic OCD who have achieved Autonomous IV Certification as part of their employment with a paramedic service. This block Transfer does not include Autonomous IV Certification courses, resulting in a 2 + 1 pathway opportunity.

The establishment of clear and flexible pathway opportunities for paramedic specializations supports the enhancement of the skill set and career prospects of paramedics, and also ensures that Ontario's health care system benefits from the expertise and diversity of specialized paramedic roles. This approach aligns with the evolving demands of the paramedic profession and promotes a comprehensive, adaptable, and highly skilled paramedic workforce.

6. Target Market

The target market for this degree program is direct-entry students from secondary education.

Further, this program may be of interest to students with diplomas/advanced diplomas/graduate certificates from:

1. Paramedic Ontario College Diploma (OCD)
2. Paramedic – Advanced Care Ontario College Graduate Certificate (OCGC)

New Program Summary

7. Operating Revenue and Expenses

The following tables summarize the net contribution for the proposed Bachelor of Paramedicine, Ontario College Bachelor Degree (3-year) program. The target for new contribution breaks even in Year 2 for the proposed program. As a capital-intensive program, the BPMD does not meet contribution expectations; however, it addresses the increasing needs of the community and is aligned with the sector for highly-trained paramedics.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
Student Enrolment	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection
Projected enrolment (Semester 1 Intake)	60	60	60	60	60	60	60	60	60
Total Enrolment	60	108	151	151	151	151	151	151	151
Net Contribution	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection
Total Direct Program Expenses	\$953,634	\$1,277,833	\$1,472,789	\$1,499,381	\$1,541,803	\$1,585,515	\$1,630,557	\$1,676,971	\$1,724,801
Total Revenue for Program	\$788,207	\$1,463,232	\$2,079,655	\$2,114,578	\$2,150,428	\$2,187,367	\$2,225,396	\$2,264,666	\$2,305,026
Net Surplus (Deficit) for Years\$	\$(165,427)	\$185,400	\$606,876	\$615,197	\$608,625	\$601,852	\$594,839	\$587,694	\$580,226
Accumulated Surplus / (Deficit)	\$(165,427)	\$19,972	\$626,848	\$1,242,046	\$1,850,671	\$2,452,523	\$3,047,361	\$3,635,056	\$4,215,281
Net Surplus (deficit) for Year - per cent (%)	-21 %	13 %	29 %	29 %	28 %	28 %	27 %	26 %	25 %
Target Net Surplus	Breakeven	35 %	35 %	35 %	35 %	35 %	35 %	35 %	35 %
Capital Requirement	-	-	-	-	-	-	-	-	-

New Program Summary

Revenue	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection
Funding Unit Generated	85.3	153.5	214.9	214.9	214.9	214.9	214.9	214.9	214.9
Grant Value per Funding Unit	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149	\$4,149
Tuition Fees per 2 Semesters	\$6,940	\$7,148	\$7,362	\$7,583	\$7,810	\$8,044	\$8,285	\$8,534	\$8,790
Grant Revenue	\$353,827	\$636,888	\$891,643	\$891,643	\$891,643	\$891,643	\$891,643	\$891,643	\$891,643
Tuition Revenue	\$416,381	\$771,984	\$1,113,134	\$1,146,550	\$1,180,872	\$1,216,253	\$1,252,692	\$1,290,341	\$1,329,048
Incidental + Lab Fees	\$18,000	\$54,360	\$74,887	\$76,385	\$77,913	\$79,471	\$81,060	\$82,682	\$84,335
Total Revenue	\$788,207	\$1,463,232	\$2,079,665	\$2,114,578	\$2,150,428	\$2,187,367	\$2,225,396	\$2,264,666	\$2,305,026
Expense Summary	2026-27 Projection	2027-28 Projection	2028-29 Projection	2029-30 Projection	2030-31 Projection	2031-32 Projection	2032-33 Projection	2033-34 Projection	2034-35 Projection
Co-ordinator premium	\$3,157	\$3,252	\$3,350	\$3,450	\$3,554	\$3,660	\$3,770	\$3,883	\$4,000
FT Faculty	\$360,500	\$371,315	\$382,454	\$393,928	\$405,746	\$417,918	\$430,456	\$443,370	\$456,671
PT Faculty	\$37,767	\$70,727	\$80,133	\$82,537	\$85,013	\$87,564	\$90,191	\$92,896	\$95,683
Administrative Assistant	\$20,085	\$20,688	\$21,308	\$21,947	\$22,606	\$23,284	\$23,983	\$24,702	\$25,443
Administrative Coordinator	\$6,605	\$12,598	\$14,533	\$14,969	\$15,418	\$15,881	\$16,357	\$16,848	\$17,353
Classroom support technicians	\$82,400	\$84,872	\$87,418	\$90,041	\$92,742	\$95,524	\$98,390	\$101,342	\$104,382
Classroom support technicians	\$32,171	\$33,136	\$34,131	\$35,155	\$36,209	\$37,295	\$38,414	\$39,567	\$40,754

New Program Summary

'Commons' support technicians	\$164,792	\$329,584	\$426,023	\$426,023	\$438,804	\$451,968	\$465,527	\$479,493	\$493,877
Total Academic Salaries	\$707,477	\$926,172	\$1,049,351	\$1,068,050	\$1,100,092	\$1,133,095	\$1,167,088	\$1,202,100	\$1,238,163
Employee benefits FT Faculty	\$100,006	\$103,006	\$106,096	\$109,279	\$112,557	\$115,934	\$119,412	\$122,995	\$126,684
Employee benefits FT Support	\$34,363	\$37,220	\$38,827	\$39,992	\$41,191	\$42,427	\$43,700	\$45,011	\$46,361
Employee benefits PT	\$41,078	\$75,853	\$94,550	\$95,150	\$98,005	\$100,945	\$103,973	\$107,092	\$110,305
Professional development	\$7,210	\$7,426	\$7,649	\$7,879	\$8,115	\$8,358	\$8,609	\$8,867	\$9,133
Student Supplies - Year 1	\$18,000	\$18,360	\$18,727	\$19,102	\$19,484	\$19,873	\$20,271	\$20,676	\$21,090
Student Supplies - Year 2	-	\$36,000	\$36,720	\$37,454	\$38,203	\$38,968	\$39,747	\$40,542	\$41,353
Student Supplies - Year 3	-	-	\$19,440	\$19,829	\$20,225	\$20,630	\$21,042	\$21,463	\$21,893
Total Academic Expense	\$908,134	\$1,204,038	\$1,371,360	\$1,396,735	\$1,437,873	\$1,480,230	\$1,523,842	\$1,568,747	\$1,614,982
Non-Salary Expense	\$45,500	\$73,795	\$101,429	\$102,646	\$103,930	\$105,285	\$106,715	\$108,224	\$109,818
Total Expense	\$953,634	\$1,277,833	\$1,472,789	\$1,499,381	\$1,541,803	\$1,585,515	\$1,630,557	\$1,676,971	\$1,724,801

Report Number: BOG-2024-85

To: Board of Governors

**From: Bonnie St. George, Vice President, People, Equity and External Relations
and Jennifer Cosway, Associate Vice President, Human Resources and
Equity**

Date of Report: December 2, 2024

Date of Meeting: December 11, 2024

Subject: Sexual Violence and Harassment Action Plan Annual Report

1. Purpose

Durham College (DC) is committed to creating safe and supportive spaces for its students, faculty, staff and visitors. In compliance with post-secondary institutional requirements under Ontario's Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment), 2016, this report provides information on:

1. The number of times supports, services and accommodation relating to sexual violence are requested and obtained by students enrolled at the college or university, and information about the supports, services and accommodation.
2. Any initiatives and programs established by the college or university to promote awareness of the supports and services available to students.
3. The number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.
4. The implementation and effectiveness of the policy.

This report will also be submitted to the Ministry of Colleges and Universities.

2. Recommendation

This report is being presented for information only.

3. Background

In March 2015, the Government of Ontario launched “It’s Never Okay: An Action Plan to Stop Sexual Violence and Harassment,” an initiative enabled by Bill 132, the Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment), to stop sexual violence and harassment. As part of this plan, all Ontario colleges and universities are required to develop a common policy that addresses sexual violence and sexual assault on campus. Additionally, these provincial institutions must implement effective response protocols to address sexual violence, increase supports for survivors, and formalize how incidents are addressed.

DC established the Sexual Violence Policy and Procedure (ADMIN-244) in compliance with this initiative.

The 2023-2024 reporting period was 12 months, covering the period from October 1, 2023, to September 30, 2024.

4. Discussion/Options

4.1 The number of times supports, services and accommodation relating to sexual violence are requested and obtained by students enrolled at the college or university, and information about the supports, services and accommodation.

DC supports survivors of sexual violence through the following activities:

- Meetings with the Sexual Violence Education and Prevention Coordinator, who can provide immediate emotional support and safety planning, assess and facilitate any required academic or personal accommodations, and highlight available on-campus and community resources;
- Mental health and counselling support is available through the Campus Health and Wellness Centre (CHWC) and for full-time students, through the Support Hub of the Durham College Student Association (DCSA);
- Medical attention is accessible through the CHWC;
- Provision of community information and resources, including direct referrals to the Durham Rape Crisis Centre (DRCC);
- Promotion of appropriate incident reporting options – informal and formal campus reporting and/or reporting to law enforcement; and
- Promotion of the Employee and Family Assistance Program for employees.

DC works closely with community partners to ensure that survivors have access to the support services that best meet their needs. The college has a close relationship with the DRCC. Table 1 shows the number of students who have accessed sexual violence and mental health counselling support through the centre. In support of these students, the DRCC conducted 198 support sessions. Any students who indicated that they would benefit from an academic or other accommodation were referred to the Office of Equity, Diversity and Inclusion.

Table 1 - Number of Students Receiving Mental Health Counselling and Support from the DRCC

Survivors of...	Number of students
Sexual Assault	40
Sexual Harassment	10
Stalking	0
Indecent Exposure	0
Voyeurism	0
Sexual Exploitation	0
Total	50

4.1.1 Number of Students Receiving Accommodations

As depicted in Table 2, eight DC students received Academic and/or Other Accommodations facilitated by the Office of Equity, Diversity and Inclusion per the Sexual Violence Policy and Procedure.

Table 2 - Accommodations

Total number of Academic and Other Accommodations	8
---	---

4.2 Any initiatives and programs established by the college or university to promote awareness of the supports and services available to students.

Public education remains a vital and proven strategy to reduce and/or prevent incidences of sexual violence. DC is committed to growing its education and awareness efforts to address the critical issue of sexual violence. The college's Office of Equity, Diversity and Inclusion supports education and prevention initiatives by:

- Increasing understanding and knowledge about sexual violence and consent culture, addressing harmful stereotypes, rape culture, myths and stigma that perpetuate sexism and violence;

- Empowering survivors of sexual violence to seek support and report incidents;
- Building confidence in students, faculty, staff and visitors to intervene and report concerns or witnessed incidents;
- Fostering a respectful and safe campus community for all; and
- Mobilizing the campus community to act to combat gender-based and sexual violence.

A variety of education and awareness opportunities were completed throughout this reporting period, including:

16 Days of Activism Against Gender-based Violence - The annual campaign was held in collaboration with Ontario Tech University from November 25 to December 10, 2023. Organized activities included:

- Workshops for employees and students on healthy relationships and how to respond to disclosures;
- Mobilizing campus members to donate to survivors of gender-based violence;
- Co-hosting a Women’s Committee of Durham Region and Women’s Abuse Awareness event; and
- Facilitating a community resource-sharing day at each campus in collaboration with community partners.

National Day of Remembrance and Action on Violence Against Women –

On December 6, 2023, the College hosted activities to commemorate and educate the DC community about Gender-based Violence and actionable steps to prevent violence against women, girls, two-spirit, transgender and gender-diverse people. Many memorial event attendees signed the pledge at the end of the event to take action to end violence against women.

“Let’s Talk Sex” Series - Student sexual health workshop(s) facilitated by The AIDS Committee of Durham Region. Five sessions were completed virtually and two in person, which included students from DC, Ontario Tech University and Trent University.

Valentine’s Day Awareness - Hosted self-care and self-love activities at each campus. Students created Valentine's Day cards with positive messages to themselves or others while also having the opportunity to colour and engage in some self-care activities to promote positive feelings. Students accessed information on consent, healthy dating and sexual health.

The Red Dress Project - Recognized Red Dress Day, the National Day of Awareness and Action for Missing and Murdered Indigenous Women, Girls and Two-Spirit People. Supporting the First Peoples Indigenous Centre, the Office of Equity, Diversity and Inclusion mounted dress displays and disseminated campus-wide communications. Each display had a banner or poster to outline the significance of this day of recognition.

Orientation - Participated in various events, sharing resources and information. The Office of Equity, Inclusion, and Diversity engaged with students, generating discussions about consent and healthy relationships.

Consent Awareness Week - Engaged in education and awareness outreach activities. Students were provided with consent, sexting, healthy relationships, on-campus and off-campus sexual violence resources and support information. Students and employees had the opportunity to use consent awareness photo props and to take photos to help spread awareness about consent culture at DC. Another activity “tested” students’ consent knowledge and provided opportunities for the Office of Equity, Diversity and Inclusion to share additional information and resources about consent. During this week, the Sexual Violence Education and Prevention Coordinator appeared on the DCSA’s RIOT Radio station, The WellPod@DC, to discuss Consent Culture.

- 4.3 The number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.

At DC, students can make:

- formal reports to the Office of Campus Safety (OCS) or
- informal report to the Sexual Violence Education and Prevention Coordinator or other campus community members (i.e. employees, contractors, visitors).

Informal reports can occur in any space at the college and be made to any member of the community without a formal report. A survivor is then provided with pathways to available DC and community services. When a formal report is submitted, the OCS will investigate, following the Student Conduct Policy and Procedure (ADMIN-248).

All recipients of an informal report are required to inform the Sexual Violence Education and Prevention Coordinator.

Figure 1 and Table 3 show the number of formal and informal reports submitted during the 2023-2024 period. All reports noted in the section below include sexual harassment or sexual violence. Where a report

includes more than one type of incident, it is captured only once. Reports with no element of sexual violence or harassment were documented as Human Rights complaints and are not reflected in Figure 1 or Table 3.

Figure 1 - Number of Sexual Violence Reports the 2023-2024 period

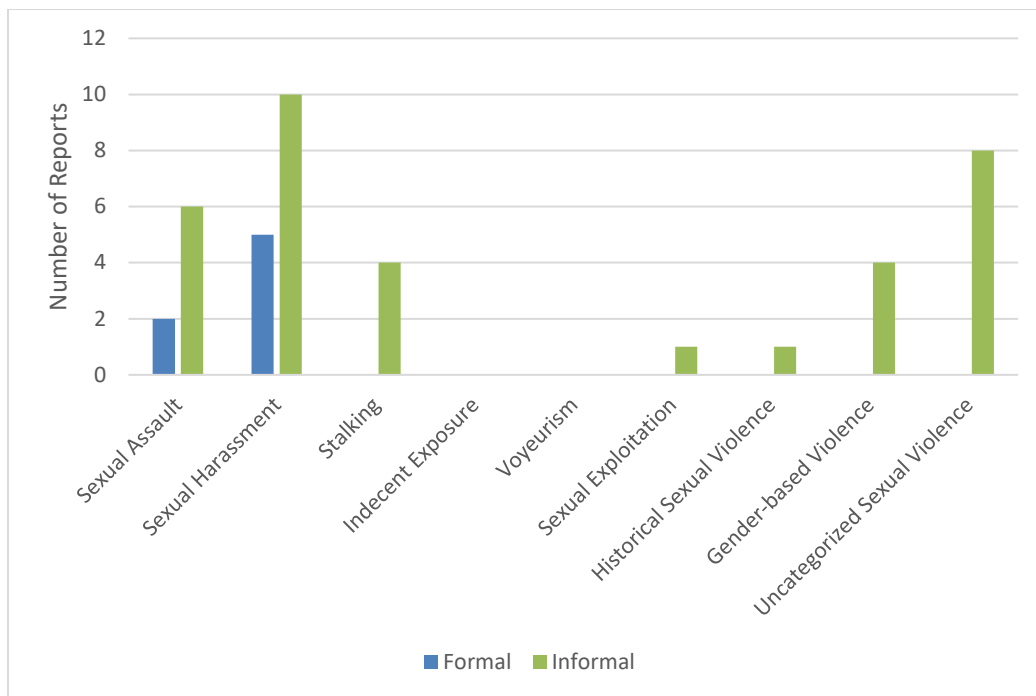


Table 3 – Number of Sexual Violence Reports the 2023-2024 period

Type of Report	Report	Informal
Sexual Assault	2	6
Sexual Harassment	5	10
Stalking	0	4
Indecent Exposure	0	0
Voyeurism	0	0
Sexual Exploitation	0	1
Historical Sexual Violence	0	1
Gender-based Violence	0	4
Uncategorized Sexual Violence	0	8
Totals	7	34

The definitions below provide additional context for Figure 1 and Table 3.

Historical Sexual Violence – includes incidents that are disclosed during the time that a student is attending DC but occurred prior to enrolment at the college.

Gender-based Violence (GBV) – includes sexual violence as well as psychological/emotional, economic/financial, and spiritual abuse. GBV can come in the form of harassment and discrimination.

Uncategorized sexual violence – represents disclosures received without the specific details or nature of the incident.

4.4 The implementation and effectiveness of the policy

DC has made significant efforts in implementing this policy. Student and employee participation in training opportunities, as well as social media engagements, are evidence of this. Future implementation plans are outlined in the 2024-2025 priorities.

4.4.1 Training

Tables 4 and 5 provide details of sexual violence training for students and employees during the reporting period.

Table 4 - Student Participation in Various Sexual Violence Training

Training	Participation this reporting cycle	Details
PREP 1000	<p>Approximately 12,526 students were enrolled in this course.</p> <p>Approx 50 per cent of students complete the course.</p>	<p>DC’s first-year experience course introduces students to strategies and resources available to ensure success as a new student. The Office of Equity, Diversity and Inclusion provided a sexual violence awareness module within this course.</p> <p>While the course is noted as being mandatory for all students, it is not enforced.</p>

Sexual Violence First Aid	338 students enrolled	Educates participants on trauma-informed approaches and provides tools and resources for supporting survivors in immediate need. Content was developed in partnership with the DRCC.
Leadership Certificate - Diversity, Self-Awareness and Action	952 students enrolled Average quiz score: 87.64 per cent	The third section of this certificate addresses the Sexual Violence Policy and Procedure, consent, support, resource options, and ways to take action against sexual violence.

Table 5 - Employee Participation in Various Sexual Violence Training

Training	Participation	Details
Responding to Sexual Violence on Campus	83 completed	Mandatory training for all employees. Reporting reflects new hires.
Sexual Violence First Aid	4 completed	Participation is voluntary.

4.4.2 Social Media

The Office of Equity, Diversity and Inclusion has relaunched the @EquityATDC social media account on Instagram with the intention of leveraging social media trends among campus users to share information and promote events and training opportunities related to sexual violence, among other topics. @EquityATDC Instagram page has 799 followers.

4.4.3 Priorities for 2024- 2025

- Increase education and awareness reach to campus community members via social media;
- Complete revisions to the Sexual Awareness pages on DC's website;
- Update our Sexual Violence Policy and Protocol 101 video;
- Launch a new informal sexual violence incident report form and case management database; and

-
- Increase 2SLGBTQIA+ programming and resources.

To ensure momentum continues, the Office of Equity, Diversity, and Inclusion will provide a mid-cycle report to the Vice President, People, Equity, and External Relations. The next report to the Board of Governors will be presented at the October 2025 meeting.

5. Financial/Human Resource Implications

The implementation of the “It’s Never Okay: An Action Plan to Stop Sexual Violence and Harassment” initiative continues to require dedicated resources to both carry out the work and to engage in necessary training.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

Implications for Ontario Tech University arise through shared events and any shared processes or procedures in the OCS.

8. Relationship to the Strategic Plan/Business Plan

Sexual violence and sexual harassment relate to “our people” and “our students” pillars in the strategic plan, as we ensure students and employees are educated and supported. This report addresses the “our business” pillar as we foster a positive and inclusive work environment that is diverse, safe and respectful. This report also contributes to the college meeting its reporting and compliance commitments.

Report Number: BOG-2024-88

To: Board of Governors

**From: Dr. Elaine Popp, President and Bonnie St. George, Vice President, People,
Equity and External Relations**

Date of Report: December 2, 2024

Date of Meeting: December 11, 2024

Subject: Update on the College's Social Commitments

1. Purpose

The purpose of this report is to provide the Board of Governors with an overview of Durham College's (DC) social commitments, where the college is a signatory.

2. Recommendation

This report is being submitted for information only.

3. Background

DC has a responsibility to leverage the strength of our social infrastructure and be a leader in areas related to equity, diversity, inclusion, belonging, accessibility, reconciliation, and environmental sustainability. Through programs, policies and procedures, and established supports, the college provides a safe, inclusive and respectful learning and working environment while also instilling these values in graduates.

To demonstrate the depth of DC's social responsibility, the college is a proud signatory of several nationally and internationally recognized commitments. They include:

- Dimensions Charter;
- Indigenous Education Protocol; and
- Sustainable Development Goals (SDG) Accord.

4. Discussion/Options

This summary reports on each of these commitments and, for the Dimensions Charter and SDG Accord, it also includes an overview of activities undertaken to meet the college's agreed-upon obligations.

4.1 Indigenous Education Protocol

Driven by Colleges and Institutes Canada (CICan), the Indigenous Education Protocol underscores the importance of structures and approaches required to address Indigenous peoples' learning needs and support the self-determination and socio-economic development of Indigenous communities.

DC signed the protocol on October 16, 2015, and is one of 72 CICan members to have made this commitment. The protocol is founded on seven principles that aim to guide signatories, which are:

- 1) Commit to making Indigenous education a priority;
- 2) Ensure governance structures recognize and respect Indigenous peoples;
- 3) Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities;
- 4) Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples;
- 5) Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators;
- 6) Establish Indigenous-centred holistic services and learning environments for learner success; and
- 7) Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

Included in the board package is report BOG-2024-87, which provides an overview of the college's activities supporting the Indigenous Education Protocol.

4.2 Dimensions Charter

The Dimensions Charter aims to foster increased research excellence, innovation and creativity within the post-secondary sector across all disciplines through greater equity, diversity and inclusion (EDI). As a signatory, DC recognizes that EDI strengthens the research community, the quality, relevance and impact of research, and the opportunities for everyone.

DC signed this charter on July 10, 2019, during a campus visit from Kristy Duncan, former federal Minister of Science and Sport and is one of 11 Ontario college signatories.

Overview of activities

The Office of Research Services, Innovation and Entrepreneurship (ORSIE) remains steadfast in its commitment to embedding principles of EDI within its operations and fostering a respectful, safe, and equitable workplace that drives research excellence. Key initiatives include the development of an ORSIE EDI Action Plan, which serves as a foundational guide for these efforts.

The ORSIE team has taken several steps to advance leadership in EDI and strengthen community engagement.

- An Ethics Compliance, Training, and Inclusion Coordinator was hired to focus on supporting EDI initiatives and driving related progress;
- Multiple employees took on leadership roles in the EDI in College Research Community of Practice, a collaborative group for resource sharing and development among colleges across Canada;
- ORSIE is leading a TeachingCity Oshawa project, bringing together students, faculty members, and City of Oshawa employees to design and implement a campus- and city-wide poster campaign promoting equity, diversity, inclusion, and belonging;
- ORSIE joined the Canadian Queer Chamber of Commerce as a corporate partner, with staff attending multiple networking events to strengthen community connections; and
- Employees participated in the Canadian Association of Research Administrators conference in May 2024, which emphasized Indigenous research practices and considerations, reflecting ORSIE's commitment to inclusive and culturally aware research.

The Social Impact Hub has provided critical support and opportunities for advancing EDI in research.

- Through two federally funded three-year grants, as well as internal research funds, the Social Impact Hub currently supports projects

addressing challenges faced by various equity-deserving and vulnerable groups. These include individuals struggling with mental health and addictions, forensic patients seeking improved quality-of-life outcomes, Black communities pursuing culturally relevant mental health services, newcomers integrating into the region, and individuals without shelter seeking housing solutions; and

- The Social Impact Hub also provides experiential learning opportunities for videography students, supporting the production of the second season of the Surviving Addiction docuseries, which is funded by a Mitacs grant in partnership with the Canadian Mental Health Foundation.

ORSIE has introduced new training initiatives to enhance the capacity of its research teams and supporting bodies.

- A comprehensive training program for research assistants was developed, integrating EDI principles with specific modules, including the Indigenous Histories and Reconciliation module.
- The Research Ethics Board (REB) retreat in May 2024 focused on expanding the REB's capacity for reviewing applications involving Indigenous research.
- New training requirements for REB members have also been implemented, aimed at deepening their knowledge of Indigenous communities and research methodologies.

4.3 Sustainable Development Goals (SDGs) Accord

The 17 United Nations' (UN) SDGs were adopted in 2015 as a universal call to action to end poverty, protect the planet and ensure that by 2030 all people enjoy peace and prosperity. The SDG Accord is the post-secondary sector's collective response to the SDGs.

As an institutional signatory, we are required to:

- Align all major efforts with the SDG targets and indicators across the whole organization, including in education, research, leadership, operational and engagement activities;
- Involve members from all key stakeholder groups in this endeavour, including students, academics and local communities;
- Support the collective effort to highlight the importance of sustainability within education settings; and
- Report annually on progress as an ongoing public declaration of their commitment to embedding the SDGs and as a means to contribute to the collective data which is shared widely and used by the UN, governments and sector bodies.

DC signed the SDG Accord on February 23, 2022. The college is one of 407 institutional signatories from around the world.

The 17 SDGs are:



While each SDG is critical in helping to reach global targets, this report highlights our actions contributing to the achievement of goals 2, 4, 10 and 13, which are currently most relevant to DC.



Goal 2 - Zero Hunger

To end hunger, achieve food security and improved nutrition and promote sustainable agriculture.

At DC, we are:

- Helping to address food insecurity, providing access to safe and stable supplies of fresh food, and focusing efforts on the regeneration of land for local food production through the Barrett Centre of Innovation in Sustainable Urban Agriculture Ajax Farm. Activities include;
 - Developing partnerships with organizations, such as Second Harvest, a Canadian Food Rescue charity, working together to amplify their impact in communities facing food insecurity and Community Care Durham, co-creating and supplying the Mobile Food Market, providing Durham Region residents with access to low-cost, fresh produce.
 - Fostering opportunities for student research, such as the Pomato Project, which has successfully grafted tomatoes and potatoes as an innovative, space-saving crop, enabling two plants to grow in one, thereby doubling their yield per square foot.

- Educating the community about healthy eating, nutrition, growing food, and the benefits of eating locally and cooking at home through the Barrett Centre's Food Literacy Innovation Zone and Food IQ workshops.
- Creating new and more sustainable practices in harvesting, storing, processing, packaging and selling local food at the W. Galen Weston Centre for Food and through our farm gate sales at the Ajax Urban Farm;
- Collaborating with Ryan Turnbull, MP, Durham Food Policy Council and Feed the Need with the goal of creating a Food System Strategy for Durham Region to address growing food insecurity;
- Offering a Food Insecurity Bursary available during the holiday season, which is funded through donations from employees, alumni and students. The bursary supported 1,150 students in 2023; and
- Receiving acknowledgment of our efforts by way of a bronze Excellence in Sustainable Development Award from CIGan and an Honourable Mention in the Urban Agriculture Excellence category from the Ontario Ministry of Agriculture, Food and Rural Affairs.



Goal 4 - Quality Education

Ensure inclusive and quality education for all and promote lifelong learning.

At DC, we are:

- Focusing on academic quality by working collaboratively with internal and external constituents to ensure that we are meeting our internal policies, standards and requirements from the Ministry of Colleges and Universities, industry, and external accrediting bodies.
- Establishing even more pathways within our credential mix, ensuring students receive credit recognition for previous education while also enabling them to transition to further education.
- Fostering opportunities for lifelong learning by offering micro-credentials and other short-duration programs and courses through Professional and Part-time Learning.
- Participating in global partnerships like the Empowerment through Skills Program, designed to reduce inequality and create pathways to education, employment, self-employment and entrepreneurship for women and girls in Tanzania and the Skills to Access the Green Economy Program partnership on technology to improve online teaching and learning instruction in Central America and the Caribbean.



Goal 10 - Reduced Inequalities

To reduce inequalities within and among countries

At DC, we are:

- Delivering programs through the Centre for Success (CFS) to support secondary school students at risk of not graduating and adults working to complete their Ontario Secondary School Diploma. Upon completing their CFS program, students can move on to post-secondary education, creating new opportunities for themselves;
- Providing Multi-Faith and Quiet Spaces where all of DC's community members can feel comfortable observing worship or quiet activities or practices such as prayer and meditation while on campus;
- Supporting students by reducing financial barriers to education through bursaries, scholarships, and donor awards via the Financial Aid and Awards department;
- Ensuring equality in all aspects of the academic learning environment through the Access and Support Centre, which offers confidential services to students who are temporarily at-risk or identified with an exceptionality; and
- Offering a variety of credentials and flexible learning options, including online and hybrid deliveries to accommodate diverse student needs and schedules.



Goal 13 - Climate action

Take urgent action to tackle climate change and its impacts.

At DC, we are:

- Continuing the ongoing transformation of our energy infrastructure to implement sustainably focused initiatives on campus. One example is the Energy Innovation Centre and geothermal field, which harnesses 550 tons of clean power, which is sent to the Gordon Willey building to fuel its energy needs;
 - Launching a new Electric Drive Vehicle Technician program that will equip graduates with the expertise needed to thrive while meeting the province's demand for electric vehicle (EV) professionals. In the state-of-the-art Vanhaverbeke Family EV Training Centre, students will build on their understanding of conventional vehicle systems, developing expertise in diagnosing and servicing electric and hybrid vehicles from various manufacturers; and
- Receiving acknowledgment of our efforts by being named as one of Canada's Greenest Employers by MediaCorp Canada Inc. for 2024. This is the eighth time we've received this accolade.

4.4 Next steps

- Submit the 2025 SDG Accord survey and two case studies; and
- Identify alignment between the SDGs and DC's new strategic plan.

5. Financial/Human Resource Implications

Actions with direct financial or human resource implications have been addressed through annual capital and operational budget processes.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

Some actions may have positive implications for Ontario Tech University, particularly in areas related to campus environmental sustainability efforts.

8. Relationship to the Strategic Plan/Business Plan

Many of the activities outlined in this report are included in the Business Plan, which is directly related to the goals set out in the Strategic Plan, specifically:

Goal 1 - Our Students – To educate and inspire students to realize success in their careers and communities;

Goal 2 - Our People - To invest in our employees and empower them to be entrepreneurial, innovative and strategic;

Goal 3 - Our Work - To be a leader in teaching and learning while responsibly managing resources, ensuring good governance and strategically investing in the future; and

Goal 5 - Our Community - To drive the economic, social and environmental success of our community, locally and globally.

As noted under item 4.4 Next Steps, analysis will be undertaken to identify alignments between SDGs and the new Strategic Plan.

Report Number: BOG-2024-87

To: Board of Governors From:

Indigenization Council Date of

Report: December 2, 2024

Date of Meeting: December 11, 2024

Subject: Indigenization Efforts at Durham College

1. Purpose

This report provides an update to the Board of Governors on work of the Durham College Indigenization Council (DCIC) in meeting the requirements of the Indigenous Education Protocol (IEP).

2. Recommendation

This report is being presented for information only.

3. Background

On October 16, 2015, Durham College (DC) and members of the Indigenous community signed the IEP with Colleges and Institutes Canada (CICan). This protocol highlights the importance of structures and approaches required to address Indigenous Peoples' learning needs and support self-determination and socio-economic development of Indigenous communities as well as complement the recommendations outlined in the Truth and Reconciliation Commission's (TRC) Calls to Action.

The Seven Principles of the IEP are:

1. Commit to making Indigenous education a priority;
2. Ensure governance structures recognize and respect Indigenous Peoples;
3. Implement intellectual and cultural traditions of Indigenous Peoples through curriculum and learning approaches relevant to learners and communities;
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous Peoples;
5. Commit to increasing the number of Indigenous employees with ongoing

-
- appointments throughout the institution, including Indigenous senior administrators;
6. Establish Indigenous-centred holistic services and learning environments for learner success;
 7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

In addition to becoming a signatory of the IEP, DC drafted the organizational Indigenization statement, developed with the First Peoples Indigenous Centre (FPIC), and in consultation with the Durham College Indigenous Education Circle (DCIEC).

Indigenization statement

DC recognizes that Indigenization is a continuous process requiring each member of our campus community to actively commit to reconciliation with the goal of building respectful and reciprocal relationships that will contribute to better

educational outcomes for all students. Inherent among this commitment is our pledge to uphold the seven principles of the IEP for colleges and institutes, of which DC is a proud signatory.

To ensure DC continues to strive to achieve the seven principles outlined in the Indigenization Statement, the DCIC was formed.

The DCIC is responsible for upholding the College's commitment to the IEP and is guided by recommendations from the DCIEC to ensure Indigenous Peoples are appropriately engaged in decision-making by the institution on matters pertaining to Indigenization.

4. Discussion/Options

The following provides an overview of efforts made towards Indigenization from May to November 2024.

4.1 Communications / Engagement

4.1.1 *Indigenous Mural Installations*

Planning and consultations have begun to commission an Indigenous artist to paint a mural at both campuses.

4.1.2 *Annual Update on Indigenization*

The annual update to the DC community that highlights Indigenization initiatives will be completed in 2025.

4.1.3 *Land Acknowledgement Plaques*

Planning and consultations have begun to have Land Acknowledgement plaques installed at both campuses.

4.1.4 *Presentations / Workshops*

FPIC presented to three teams across the college in the fall 2024 semester. The presentation at the Faculty of Media, Art & Design divisional meeting focused on how Indigenous knowledge and support systems are integral to campus Indigenization efforts. Initiatives were highlighted to promote cultural awareness, support Indigenous students and engage faculty in fostering inclusive and culturally respectful learning environments. FPIC followed up by joining a class in the Journalism program to share insights on the concepts and principles of peace and reconciliation, focusing on the role that journalism plays in this process. The session was designed to engage students in meaningful discussions surrounding these critical topics and explore how reconciliation can be communicated through media and storytelling. Secondly, FPIC presented to the Community Integrations through Cooperative Education team, focusing on Indigenous student supports and services. Thirdly, a presentation was made to new full-time faculty as part of their College Teaching Certificate program, with a focus on reconciliation and allyship, and a tour of Suswaaning Endaajig.

To further provide tailored financial supports and resources for Indigenous students, the Financial Aid and Awards team has hosted and continues to host monthly “Open Doors” drop-in sessions at the FPIC.

Monthly Teachings with Elder Dorothy Taylor have also been arranged to enrich the cultural understanding of the campus community.

4.1.5 *Ajax Urban Farm Tour*

FPIC participated in a farm tour on August 19, 2024, and engaged with members from Curve Lake and Scugog Island First Nations to explore future collaboration opportunities along with Trent University.

4.1.6 *Indigenous Content*

Communications and Marketing (C&M) created a new online [Indigenous Content Collection](#) featuring five new blogs with Indigenous-specific content. The content was shared further through social media.

C&M profiled National Day for Truth and Reconciliation through a New and Notable – [Durham College recognizing Orange Shirt Day and National Day for Truth and Reconciliation with events, initiatives](#). This content was shared further through social media.

C&M profiled Indigenous student Jakob Olive in an online post – [Indigenous student embraces and shares his culture at Durham College](#)

4.1.7 *Indigenous Student Authentication Project*

The Financial Aid and Awards team collaborated with FPIC to develop criteria and processes to authenticate Indigenous student status for the Indigenous Student Bursary and donor awards.

4.1.8 *Social Media / Digital Promotion / Resources*

C&M created the following content and resources:

- Added existing FPIC 360 panorama and location on the new interactive map in July, 2024;
- Created a reel about the Naanaagide'endamowin Courtyard and QR codes;
- Created a reel about Orange Shirt Day and the National Day for Truth and Reconciliation, posted as a collaboration post;
- Created a post highlighting the Indigenous Histories and Reconciliation learning modules that will be reoccurring each semester from our corporate channels;
- Shared FPIC's content for Treaties Recognition Week through social media and email;
- Shared FPIC's content for Rock Your Mocs Week through social media and the DC calendar;
- Social collaboration post for National Day of Action for Missing and Murdered Indigenous Women, Girls, and Gender Diverse People.

4.2 Events

4.2.1 *Student Recruitment*

There was DC representation at the Hiawatha First Nation Skilled Trades Fair and at the Kawartha Pine Ridge District School Board Indigenous Youth Skilled Trades Fair at Curve Lake First Nation in May 2024.

Recruitment supported FPIC and Faculty of Skilled Trades & Apprenticeship with materials for the Wahta Mohawk Career Fair in September 2024.

FPIC partnered with Ontario Tech University on October 2024 to offer an education presentation and guided campus tours engaging Durham District School Board (DDSB) students with Indigenous perspectives and exploring how DC supports Indigenous learners. Further, FPIC participated in a DDSB Aboriginal Post-Secondary Information Program (APSIP) Information Night for Families on November 2024, aimed at educating families about post-secondary opportunities for Indigenous students and providing insights into how APSIP is a valuable resource in guiding Indigenous students through the application and enrolment process.

4.2.2 *Convocation*

The Registrar's Office (RO) procured new Indigenous stoles that were designed in consultation with FPIC. Stoles were available to be worn by Indigenous graduates at the 2024 convocation ceremonies. In collaboration with FPIC, the RO is investigating the inclusion of Indigenous drummer(s) into the convocation ceremonies in 2025.

4.2.3 *Millwright Program Launch*

The Indigenous Trades Maintenance (ITM) program launched with a cohort of Indigenous participants, aiming to actively engage Indigenous individuals in the skilled trades sector in November 2024. This initiative provides valuable opportunities for growth and development in the trades, fostering a stronger connection between Indigenous communities and industry.

4.2.4 *Rock your Mocs*

This cultural appreciation initiative, held on November 10-16, 2024, encouraged students to wear traditional moccasins, promoting cultural pride and fostering conversations about Indigenous identity and cultural expression on campus.

4.2.5 *Indigenous Fall Feast*

On November 26, 2024, FPIC hosted a special celebration to honour the achievements of Indigenous graduates, in collaboration with Alumni and Development. This community gathering recognized the resilience, dedication, and accomplishments of students, offering a moment to reflect on their journey and celebrate their success.

4.3 **Days of Significance**

Red Dress Day (May 2 - 8, 2024)

DC recognized the day to raise awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit People. The campus community was encouraged to wear red and visit installations on campus to honour the victims and continue the call to end gender-based violence.

International Day of the World's Indigenous People (August 9, 2024)

FPIC shared a reflective message highlighting the significance of the day and its importance in recognizing Indigenous communities worldwide, drawing attention to global Indigenous rights and cultural heritage.

Powley Day (September 19, 2024)

Powley Day Screening event took place in FPIC to educate the campus community about Métis history and rights, while fostering connections and dialogue among attendees.

Reawakening of Suswaaning Endaajig (September 27, 2024)

Elder Gerard Sagassige led a ceremonial Smudge and shared the story of FPIC, its purpose and the significance of its name Suswaaning Endaajig (Nest Away from Home). Traditional Language Keeper Paul Stone also shared a few words on the importance of Anishinaabemowin revitalization within the community. Guests reflected on their hopes for the future of FPIC by participating in a feather and/or medicine wheel reflection exercise.

Orange Shirt Day and National Day for Truth and Reconciliation (September 30, 2024)

The Faculty of Hospitality and Horticultural Science and FPIC collaborated on Healing Through Food event in September, featuring two Indigenous chefs in a panel discussion that explored their perspectives on food sovereignty, land, revitalization, and self-determination. The panel provided insights on how food connects to broader themes of cultural resurgence and sustainability.

A ceremony was held that featured a hand drum welcome song, and Teachings from Kathy McLeod-Beaver, poetry from Ojibwe and Cree poet Sarah Lewis, traditional Tea Teachings from Jennie Town and a reflective activity where participants tied orange bows near the Weeping Willow tree to symbolize commitment to remembrance and reconciliation.

National Day of Action for Missing and Murdered Indigenous Women, Girls and Two-Spirit People (MMIWG2S) (October 4, 2024)

FPIC hosted a Sharing Circle and Smudge to honour the lives of MMIWG2S, fostering healing and solidarity through sharing, smudging, and a collective commitment to justice. FPIC encouraged the community to stand in solidarity with families and advocate for systemic change to end violence.

Treaties Recognition Week (November 3 – 7, 2024)

FPIC promoted understanding of treaty relationships, highlighting the importance of mutual respect and the ongoing significance of treaties in contemporary Indigenous relations. In partnership with Ontario Tech University, FPIC offered a hands-on workshop on that explored the history and teachings embedded in Wampum Belts and Corn Husk Dolls, guided by Mohawk artist Elizabeth Doxtater from Six Nations.

International Inuit Day Awareness (November 7, 2024)

FPIC shared information about the day, highlighting Inuit culture, history, and the challenges facing Inuit communities, while celebrating the resilience of Inuit peoples across Canada and beyond.

Indigenous Veterans Day (November 8, 2024)

FPIC honoured Indigenous veterans, recognizing their significant contributions to the Canadian military service and raising awareness of their unique histories, sacrifices, and ongoing service to the country. FPIC hosted Beaded Poppy Workshops hosted by a Durham College Indigenous student, blending beadwork traditions with Remembrance Day practices, providing a meaningful opportunity for students to create beaded poppies as an expression of remembrance and cultural creativity.

Louis Riel Day (November 16, 2024)

FPIC organized a Métis Nation of Ontario documentary screening event on to honour Louis Riel, using the occasion to educate attendees on the historical significance of Louie Riel and the ongoing advocacy for Métis communities.

Community Cultural Mosaic (November 19, 2024)

At DC's International Education Week, the International Education Office welcomed Jennie Town, a Scarborough-based Indigenous Knowledge Keeper and artist, who led the participants through the Indigenous Four Directions Prayer. This spiritual practice is rooted in many Indigenous traditions, honouring the inter-connectedness of all life. Participants acknowledged and gave gratitude to the four cardinal directions- East, South, West, and North- each associated with unique elements, qualities, and teachings.

4.4 Curriculum Development and Academic Upgrading

4.4.1 *Indigenous Curriculum Development Committee (ICDC)*

Based on requests from various participants across the college, the Indigenous Curriculum Development Working Group has been converted to a standing committee. The committee meets monthly and remains focused on increasing awareness for Indigenous ways of teaching and knowing for members of the DC community.

Two projects were supported by the ICDC over the last six months:

1. Course code conversion. To honour and better reflect the breadth of Indigenous experiences, course codes for Indigenous-specific courses were revised from FNMI (First Nations, Metis & Inuit studies) to INDG (Indigenous studies). This change is reflected on the DC website as well as on course outlines and program maps.
2. The Faculties of Media, Art and Design; Social and Community Services and Liberal Studies collaborated to create a video showcasing students from various programs sharing their experiences in taking an FNMI / INDG courses. The video highlights the student voices and the personal impact that the course had on the life, understanding and perspective of each student. The video is currently in post-production, in preparation for release on the INDG website.

4.4.2 *Teaching and Learning Consultant – Indigenous Pedagogies*

The Centre for Teaching and Learning (CTL) hired a Teaching and Learning Consultant with a special focus on Indigenous pedagogies (TLC-IP) to support faculty in decolonization and inclusion of Indigeneity in curriculum. Jennifer Fournier is Métis and Ojibwe, offering experience in teaching and learning from the Ontario Federation of Indigenous Friendship Centres. This role will become an integral element in new program development, program review and renewal, and faculty onboarding and professional development. Jennifer will develop teaching

and learning resources to share and enhance Indigenous ways of learning, guide workshops on Indigenous ways of teaching and knowing, and provide recommendations and strategies for decolonization of assessments and learning expectations.

Jennifer provides consultative support to faculty and program teams seeking to build or transform curriculum and participates on various committees and working groups to guide the integration of Indigeneity in educational pursuits at DC. Currently, Jennifer is working on the development of an integrative framework capturing the connections between Indigenous teachings and perspectives and western learning sciences and pedagogical strategies.

4.4.3 *Academic Programs*

Renewed Annual Program Review (APR) and Comprehensive Program Review (CPR) processes include questions to allow program teams to share where Indigenous ways of learning and knowing are embedded within curriculum, and guide faculty in identifying opportunities for Indigenization and/or decolonization in courses. During the CPR process, collaborative meetings will bring faculty, program leaders, the Academic Quality team and the TLC-IP together to review current program content and pedagogical practices and generate ideas for Indigenous activities.

New program development teams will benefit from the required inclusion of the TLC-IP during initial new program planning, curricular mapping and course outline development. The subject matter experts will work with the TLC-IP to develop course outlines and content that provide opportunities and choice for students to engage in learning activities and assessments that reflect Indigenous practices.

4.5 Employee Recruitment, Onboarding and Professional Development

4.5.1 *Employee Recruitment*

Human Resources is in the early stages of identifying members of a Working Group to develop an Indigenous Identity Authentication Policy. Members of the Indigenous Advisory Circle, along with representatives from college departments, have been selected to participate in the initial discussions to determine the membership of the Working Group. These discussions scheduled to begin in December 2024. Exploration has begun on the policy development at other Ontario colleges and universities. The Working Group will ensure both the associated student and employee policies align with one another.

4.5.2 *Professional Development (PD) and Onboarding*

The Indigenous Histories and Reconciliation modules available to employees through Brightspace was promoted in the campus announcements for Indigenous Histories Month and National Day for Truth and Reconciliation.

4.6 **Office of the Registrar (RO)**

4.6.1 *Seat Allocation*

The RO remains committed to holding up to 10 seats in high-demand programs for Indigenous students prior to the equal consideration date on a pilot basis. The RO is awaiting endorsement from the DCIEC to begin work on this initiative.

4.7 **Office of Research Services, Innovation and Entrepreneurship**

4.7.1 *Research Ethics Board*

The Research Ethics Board (REB) Retreat in May 2024 focused on expanding capacity for supporting and ethically reviewing applications involving Indigenous research. The REB developed “The First Nations Principles of OCAP®: Considerations for Research Ethics Board Applications,” as a document that is now in use in REB review of applications involving Indigenous research, alongside the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2).

OCAP® Principles were embedded within the development of the Durham College Data Management Plan Template. A Research Primer focused on Indigenous considerations for research data management is under development as part of the DC Research Data Management Strategy.

4.7.2 *ORSIE EDI Action Plan*

The ORSIE EDI Action Plan has been developed which includes practices and activities to support Indigenous students, staff, researchers, and community partners. The Applied Research Centres include a self-identification survey within their intake forms for new projects, including a section offering the option for researchers and industry partners to self-identify as an Indigenous person (First Nations, Métis, or Inuit).

4.7.3 *Social Impact Hub*

Seed funding provided by the Social Impact Hub (SIH) to support two Research Assistants working on the applied research project led by faculty member, Kandace Bond-Wileman entitled Tribunal Access to Justice for Indigenous Parties. The SIH will maintain Seed Grant funds for an

Indigenous focused research project each year, where possible. Regularly promote learning opportunities provided via networks and memberships such as Community-Based Research Canada (CBRC), federal funding agencies and other external sources specific to Indigenous perspectives and considerations when undertaking research activities.

Through the SIH, ORSIE staff are members of a planning committee organizing events for a nation-wide Colleges Equity Diversity and Inclusion (EDI) in Research Community of Practice. The committee planned a panel focused on Indigenous perspectives in college Research held virtually on May 16, 2024. Attendees include faculty members, administrators, students and funding agency staff.

5. Financial/Human Resource Implications

There are no financial or human resources implications.

6. Implications for the Joint Campus Master Plan

There are no implications for the joint campus master plan.

7. Implications for Ontario Tech University

There are no implications for Ontario Tech University.

8. Relationship to the Strategic Plan/Business Plan

This report relates to the accountability to all the pillars of the Strategic plan as the focus of this group's work impacts our students, our community, our work and our people.

This report reflects the initiatives that teams have been working on that help the College meet its goals in the Business Plan throughout all pillars.



PRESIDENT'S UPDATE



TABLE OF CONTENTS

PRESIDENT'S OVERVIEW	03
COLLEGE SECTOR AND GOVERNMENT RELATIONS UPDATES	04
IN THE COMMUNITY	06
COLLEGE HIGHLIGHTS	08
STUDENT SPOTLIGHT	10

PRESIDENT'S OVERVIEW

This semester at Durham College (DC) has been very busy and full of a number of achievements – from welcoming our largest incoming class and graduating our biggest cohort this fall, to celebrating major wins with our varsity athletic teams. While we have accomplished so much, like others in the college sector, we are facing uncertainty and change in the months ahead. I know we will pull together and continue to deliver an exceptional experience for our students; even with challenges, we will chart a course for a brighter future.

To start with some highlights, the engagement phase of our Strategic Plan has concluded with remarkable results. We connected with nearly 2,000 individuals, including employees, students, donors, community members, elected officials, industry leaders, alumni, and past chairs of DC's Board of Governors. The valuable feedback and insights gathered are currently being synthesized into key priority themes, which will be further explored during the visioning round of consultation sessions in January.

My organizational listening tour concluded in mid-October, after meeting with 20 teams from across the college. These conversations were incredibly insightful. I heard firsthand about what employees love most about working at DC, what they're most proud of, as well as opportunities for us to improve. As a result of these discussions, we have already started implementing small, but meaningful changes to address employee feedback.

As we celebrate our progress, we are also navigating unprecedented upheaval due to ongoing revisions to immigration rules by Immigration, Refugees and Citizenship Canada (IRCC). In September, the federal government announced a further 10 per cent reduction in the international student application cap and limitations on the types of programs eligible for post-graduation work permits (PGWP). Details on the program restrictions were released in early October and focused on five broad fields of study: agriculture and agri-food, health care science, technology, engineering and mathematics (STEM), and trade and transport.

To support prospective international students, we published a list of programs on our website that, based on current information available, align with the IRCC-identified fields of study. In addition, we are working with the provincial government to further clarify which programs are eligible for PGWPs, with the intention of adding programs to this list.

These restrictions imposed by the federal government significantly affect our ability to recruit international students, which negatively impacts college revenue and, ultimately, our bottom line. While returning international student enrolment is performing strongly for winter 2025, new international enrolment is below expectations, reflecting a decline in applications as prospective students navigate rapidly changing immigration policies.

To mitigate the impacts of these changes, we remain focused on increasing both international and domestic student enrolment. To that end, we held a successful Fall Open House on November 9, welcoming more than 3,000 prospective students and their families to our campuses and processing 711 prospective DC student applicants. For January 2025, new and returning domestic enrolment remains robust, positioning us to exceed our set budget targets.

In addition to the federal government's changes, in October, the Ontario government revised its directive prohibiting public colleges from undertaking new international education activities or expanding current activities. While the freeze on establishing new international campuses remains, corporate training contracts, curriculum development, student recruitment, student exchange programs, research partnerships and government-funded projects can continue. This revision allowed DC to launch the KBEST-07 project, supporting teacher capacity development, gender equality, prior learning recognition, and community advocacy for youth at three Technical Training Institutes in Kenya, as well as pursue and operationalize new global growth opportunities that leverage our unique capabilities and support the Durham Region.



DC Fall Open House.

COLLEGE SECTOR AND GOVERNMENT RELATIONS UPDATES

VISIT FROM LORNE COE, MPP – SEPTEMBER 27

Welcomed MPP Lorne Coe to the Oshawa campus, where he was attending a meeting with representatives from PACE Technologies that is exploring ways to introduce technology into construction projects that may be aided by the MRC, AI Hub and Centre for Cybersecurity.

INTRODUCTION OF HON. DAVID PICCINI, MPP – OCTOBER 4

Provided introductory remarks for Minister of Labour, Immigration, Training and Skills Development, David Piccini, at the Orono Town Hall, as part of the Clarington Board of Trade's breakfast series. Durham College is a presenting sponsor for the speaker series and participation is part of our existing Chamber/Boards of Trade partnership. Minister Piccini's remarks addressed training priorities and insights into provincial labour market conditions.

IMMIGRATION, REFUGEES AND CITIZENSHIP CANADA (IRCC) SECTOR BRIEFING – OCTOBER 10

Participated in the IRCC's sectoral briefing call on changes to the Post-Graduate Work Permit (PGWP) program. The changes, announced on September 18, limit programs that are eligible for work permits after graduation and impact DC's recruitment of international students.

MEETING WITH WHITBY MAYOR ELIZABETH (LIZ) ROY – OCTOBER 10

Hosted Mayor Liz Roy at the Whitby campus to discuss the impact of IRCC's recent changes to work permit eligibility for international students and their expected impacts on DC's Whitby programs. Feedback on the development of DC's strategic plan was also shared by Mayor Roy.



Accepting DC's Excellence in Urban Agriculture Award.

COLLEGE EMPLOYER COUNCIL (CEC) BARGAINING MEETING WITH THE COMMITTEE OF PRESIDENTS – OCTOBER 18

Attended an update on management strategy with other college Presidents. The meeting provided an overview of the status of bargaining with OPSEU's CAAT-A faculty union. Later that day, results of the strike vote were announced, with 76% of members voting and 79% support overall for a strike mandate.

JOINT INVITATION TO DEPUTY MINISTER JP CADEAU – OCTOBER 25

Coordinated a joint invitation from DC and Ontario Tech to the Deputy Minister for Economic Development, Job Creation and Trade, JP Cadeau. The open invitation is to visit the Oshawa campus of both institutions at a mutually convenient time.

EXCELLENCE IN URBAN AGRICULTURE AWARD – NOVEMBER 2

Accepted DC's Honourable Mention award from the Hon. Robert J. Flack, Minister of Agriculture, Food and Agribusiness at the Excellence in Urban Agriculture Awards in Toronto.

MEETING WITH COLIN CARRIE, MP – NOVEMBER 12

Participated in an introductory meeting with Oshawa MP Colin Carrie and federal conservative candidate Rhonda Kirkland at MP Carrie's constituency office. The meeting focused on concerns about the PGWP program and a discussion of DC's strategic planning process.

MEETING WITH RYAN TURNBULL, MP – NOVEMBER 12

Welcomed Whitby MP Ryan Turnbull to the Oshawa campus to discuss issues pertaining to the PGWP program and obtain feedback on the development of DC's strategic plan.

INVITATION TO MINISTER NOLAN QUINN – NOVEMBER 15

Issued an open invitation to the Minister of Colleges and Universities, Nolan Quinn, to visit the Oshawa or Whitby campus at a mutually convenient time.

HIGHER EDUCATION SUMMIT – NOVEMBER 23 - 25

Attended governance and sector workshops, and the Premier's Awards Gala, to network with peers, gather information and promote DC.



Meeting with Ryan Turnbull, MP.



Meeting with Colin Carrie, MP.

IN THE COMMUNITY

STUDENT INTERVIEW – OCTOBER 11

Participated in a video interview with a student in the Journalism – Mass Media program. Answered several questions about the president’s role at DC, vision for the future and how the college develops programs to support student success.

DC LISTENING TOUR – COMPLETED OCTOBER 15

Connected with employees in smaller departmental groups to hear what they like about DC and where we have opportunities to make changes. Also, provided updates on the Strategic Planning process and spoke about the importance of their participation in the many upcoming visioning sessions. Attended 20 meetings.

ROTARY WORLD POLIO DAY EVENT – OCTOBER 18

Welcomed attendees to DC’s Rotary Global Classroom, acknowledging our partnership with local Rotary Clubs as they delivered an update on the success of the Global Polio Eradication Initiative. World Polio Day was marked on October 24.

ORSIE Impact Expo.

BREAKFAST MEETING WITH IAN HOWCROFT, CEO, SKILLS ONTARIO – OCTOBER 22

Discussed the significant value DC students gain when participating in the annual Skills Ontario competition, where they have the opportunity to demonstrate exceptional abilities in their fields. DC students brought home 10 medals at the 2024 competition.

CHAIR ACADEMY FOUNDATION PROGRAM WELCOME – OCTOBER 24

Welcomed participants from Fleming, Durham, Georgian, Humber and Seneca colleges, as well as those from Southern Alberta Institute of Technology, Okanagan College and Metropolitan Community College – Penn Valley in Kansas City to the college’s Centre for Food. The Foundation program helps emerging post-secondary leaders develop essential skills, tools and competencies to enable success for themselves and their institutions.

ORSIE IMPACT EXPO – OCTOBER 25

Helped welcome industry, business and community partners to DC. Close to 150 visitors filled the Centre for Innovation and Research to discover DC’s hubs for research and development, new products, processes and services.



INTELLIGENT COMMUNITIES FORUM (ICF) – NOVEMBER 3

The Regional Municipality of Durham was chosen by the ICF as one of the world's Top 7 Intelligent Communities. Recorded a video highlighting DC's partnership with local Boards of Trade and Chambers of Commerce, to be shown during the Region's presentation at the ICF Summit held November 3 to 7 in Taiwan.

DC OPEN HOUSE – NOVEMBER 9

Engaged with some of the 3,000 prospective students and their supporters who attended DC's Fall Open House. Helped answer questions and process some of the 711 prospective student applications received that day. Between Saturday, November 9 and Thursday, November 14, DC received 1,829 applications for the winter, spring and fall 2025 intakes and 137 confirmations.

DC'S REMEMBRANCE DAY CEREMONY – NOVEMBER 11

Delivered remarks, helping to honour the courage, dedication and sacrifices made by thousands of brave members of the Canadian Forces in service of our country.

STRATEGIC PLAN COMMUNITY CONSULTATIONS – NOVEMBER 14 AND 21

Donors, alumni, industry partners, government officials, past chairs of DC's Board of Governors and other key community members joined a round table discussion about the college and its future. At these meetings, gained insights and feedback to support the development of our next Strategic Plan.

STUDENT INTERVIEW – NOVEMBER 15

Interviewed by a second student in the Journalism – Mass Media program. Questions focused on leadership style, breaking down barriers for students and how the college maintains a safe, equitable, and inclusive environment for students and employees.

DC SPORTS HALL OF FAME INDUCTION – NOVEMBER 15

Had the honour of extending heartfelt congratulations to DC's newest inductees, Lesley Hatt, Tracey Michaud, Jimmy Kuzmanovski and Becky Tranter, also acknowledging the contributions of our outstanding coaches and employees who have guided their success.

INDIGENOUS EDUCATION CIRCLE MEETING – NOVEMBER 18

Participated in discussions about The Circle's terms of reference and DC's Indigenization Council Annual Work Plan, received highlights from the First Peoples Indigenous Centre and welcomed community updates.

DC'S INTERNATIONAL EDUCATION WEEK – NOVEMBER 19

Helped kick off celebrations that included student performances and Indigenous opening and closing ceremonies, followed by a special movie screening. During the week, events were hosted at the Whitby and Oshawa campuses and included a global chilli cook-off and a session to help faculty internationalize curriculum.

DC TALKS ALUMNI SERIES "THE IMPORTANCE OF GIVING BACK" – NOVEMBER 20

After delivering the land acknowledgment, I helped welcome event attendees and panellists Chris Cull, Shelby Nelson, Paula Sojo and Kyle Douglas. Chris, Shelby and Paula were three of DC's 2024 Premier's Award nominees, and Kyle was recently named the 2024 G.W. McLaughlin Award recipient by the Greater Oshawa Chamber of Commerce.



DC Talks Alumni Series: The Importance of Giving Back.

COLLEGE HIGHLIGHTS

In October, more than 2,200 graduates were invited to cross the stage at Fall Convocation, making it the largest fall graduating cohort in DC's history. Skilled, career-ready graduates, ready to thrive in in-demand industries received their credential. During the afternoon ceremony on October 29, the college also recognized Don Lovisa, past DC President, with the honorary designation of President Emeritus in recognition of his many years of outstanding service to DC students, employees, and the community.

Recently, DC students have experienced tremendous success in a number of student competitions:

- » DC students from the Supply Chain and Operations – Business diploma program showed off their skills at the Association for Supply Chain Management (ASCM) Toronto Student Case Competition in late October. There were 18 teams from Greater Toronto and Hamilton-area colleges and universities, and the DC Team placed third in their category.
- » DC students from the Sport Management and Marketing programs placed second at the PrimeTime Sport Business

Case competition. Students beat multiple teams from colleges and universities across in this national competition.

- » At the Ontario Colleges Marketing Competition, the Durham College Quiz Bowl team took second overall; in Entrepreneurship, DC students placed third; and students earned a fourth and fifth place finish in International Marketing and Direct Marketing, respectively.

The Durham Lords teams excelled this fall season and celebrated some significant wins:

- » The Women's Softball team had a perfect season, culminating in their first-ever win at the Canadian Collegiate Softball Association Nationals.
- » The Women's Rugby Sevens won gold at the Ontario Colleges Athletics Association Championship.
- » The Men's Baseball team earned bronze at the Ontario Colleges Athletics Association Championship.



Top: DC Supply Chain and Operations - Business students at the Toronto Student Case Competition.

Bottom: DC's Women's Softball team.

DC's Communications and Marketing team was recognized with five gold Education Digital Marketing Awards for key projects designed to inspire, inform and support our DC community. DC's submissions were selected from over 1,000 entries received in the competition from higher education institutions across Canada and the United States. The team won gold for their blogs, the International student website, new interactive map, new mobile app and The Future is Now video, which featured past students thanking their mentors and celebrating DC.

DC's AI Hub has been awarded the Tri-Pillar Excellence Award for its ongoing work to help businesses conduct research and development, adopt new technology and education and training. The award comes from the national non-profit Tech-Access Canada, which supports a network of Technology Access Centres (TAC) across the country, including the AI Hub, which became a TAC in 2023.

The Alumni Relations team celebrated 10,000 users on its DC Alumni Connect App. The app is a great way for graduates to stay connected with DC, to get exclusive event invitations, learn about the college's successes and highlight alumni successes.

In November, members of Harmonize for Speech, the official charity of the Ontario District of the Barbershop Harmony Society International, visited DC to celebrating the naming of the Harmonize for Speech Communicative Disorders Lab, in honour of their \$50,000 donation. Their gift will benefit students in the Communicative Disorders Assistant graduate certificate program and the program's Kids Speech Clinic.

Top left: DC's award-winning International student website.

Top right: Celebrating the opening of the Harmonize for Speech Communicative Disorders Lab.

Bottom: DC's AI Hub team with the Tri-Pillar Excellence Award.





STUDENT SPOTLIGHT

ADDICTIONS AND MENTAL HEALTH GRADUATE EMBRACES GLOBAL COMPETENCY CHALLENGES AT DURHAM COLLEGE, PREPARING HER TO WORK WITH DIVERSE COMMUNITIES

Mourin Moyen seized every opportunity for personal growth while she studied at DC, exploring student leadership, global learning and cultural experiences.

Moyen explains it had been 16 years since her last studies before she decided to enroll in the Addictions and Mental Health graduate certificate program.

"I remember passing by Durham College for three years, thinking it was just another college, but when I enrolled, I was pleasantly surprised by how expansive and vibrant it was," she said. "The opportunities here were endless."

She jumped in and got involved with the DC Student Association (DCSA), the DC Institute for Student Leadership (ISL), cultural events, mentorship programs and more. Moyen also tackled global competency challenges by completing the Global Learner Recognition Program earning her a badge at graduation. The program is aimed at skills and awareness to help students thrive in a rapidly changing and increasingly connected world.

"Every week, there was something new to engage in, and I truly felt like I was part of a larger community that celebrated all cultures and religions," she said. "The support I received, both from peers and the institution, helped me integrate seamlessly into the college environment and boosted my personal and academic growth."

Moyen found the Addictions and Mental Health program to be intense, but rewarding and said she valued practical, hands-on learning which played a pivotal role in preparing her for her career.

"I had some of the best professors who not only guided me academically but also provided support during challenging times," she said. "The curriculum, which included co-op opportunities, prepared me so well that I landed a position at Community Care Durham within a month of completing the program."

She adds that the global competency modules the Global Learner Recognition Program also equipped her with a broader understanding of different cultures, which has been invaluable in her current role working with diverse communities.

Looking towards the future, Moyen said she is considering pursuing a master's degree to become a psychotherapist and she plans to continue to be involved with global initiatives.

"What I love most about Durham College is the sense of community and belonging," she said. "The way DC celebrates diversity is remarkable—whether it's the variety of events representing different cultures or the deep understanding and respect for Indigenous peoples. Every moment at DC was an opportunity to learn, grow, and make connections."

