Meeting Book - November 27, 2026 - Academic Senate

Senate Agenda

1. Acknowledgement of the Traditional Territory

As we begin this Nipissing University Senate meeting, I would like to acknowledge that we are in the territory of the Robinson-Huron Treaty of 1850 and that the land on which we gather is the Nipissing First Nation Traditional Territory and the traditional territory of the Anishinabek. We respect and are grateful to hold this event on these lands with all our relations.

2. Approval of the Agenda — **Motion 1**

That the agenda of the November 27, 2026, Senate meeting be adopted.

3. Adoption of Minutes — **Motion 2**

That the minutes of the September 11, 2026, Senate meeting be adopted.

- i. September 11, 2026 DRAFT Senate Minutes and Reports

4. Business Arising from the Minutes

5. Reading and Disposing of Communications

6. Reports from Other Bodies

- i. President

  oral report

- ii. Provost & Vice-President Academic
  - a. PVPA Senate Report Nov2026
- iii. Vice-President Finance and Administration

  no report

- iv. Board of Governors
  - a. Board Report to Senate - September 2026
- v. Alumni Advisory Board

  no report

- vi. Council of Ontario Universities (Academic Colleague)
  - a. COU-ReportToSenate-08.25.26
- vii. Joint Committee of the Board and Senate on Governance

  no report

- viii. Nipissing University Student Union (NUSU)
  - a. NUSU Senate Report_ November 2026
- ix. Other

7. Question Period

8. Reports of Standing Committees and Faculty Councils

i. Senate Executive Committee **Motion 3-5**

Motion 3: That Senate receive the Report of the Senate Executive Committee dated October 8, 2026.

Motion 4: That Senate receive the Report of the Senate Executive Committee dated October 13, 2026.

Motion 5: That Senate receive the Report of the Senate Executive Committee dated November 12, 2026.

a. Senate Exec Report October 8, 2026

b. Senate Exec Report (Electronic) October 9, 2026

c. Senate Exec Report November 12, 2026

ii. Academic Curriculum Committee **Motion 6**

Motion 6: That Senate receive the Report of the Academic Curriculum Committee dated October 29, 2026.

a. Faculty of Arts & Science

Biology, Chemistry, Geography - Proposal FAS-2627-00104 **Motion 7 - 34**

Motion 7: That Senate approve the Degree Requirements for the Bachelor of Community Planning (Honours) and for the Bachelor of Community Planning as outlined in the proposal.

Motion 8: That Senate approve the Progression Requirements for the Bachelor of Community Planning (Honours) and for the Bachelor of Community Planning as outlined in the proposal.

Motion 9: That Senate approve the Community Planning program be added to Group IV Professional Disciplines of the Breadth Requirement Groups in the Academic Calendar.

Motion 10: That Senate approve that Motions 11 through 34 be approved as an omnibus motion.

Motion 11: That Senate approve the creation of PLAN 1006 Planning: The Big Picture.

Motion 12: That Senate approve the creation of PLAN 1106 Planning Governance and Administration.

Motion 13: That Senate approve the creation of

PLAN 1206 How Plans Are Made (Processes, Stages, and Strategies).

Motion 14: That Senate approve the creation of PLAN 1306 Professional Communication.

Motion 15: That Senate approve the creation of PLAN 1406 Planning for People: Planning and Social Justice.

Motion 16: That Senate approve the creation of PLAN 1507 Community Design I.

Motion 17: That Senate approve the creation of PLAN 2006 Planning for Climate Change.

Motion 18: That Senate approve the creation of PLAN 2106 Ecology and Conservation for Planning.

Motion 19: That Senate approve the creation of PLAN 2206 Data Management and Knowledge Integration.

Motion 20: That Senate approve the creation of PLAN 2306 Transportation and Housing.

Motion 21: That Senate approve the creation of PLAN 2406 Tools for Public Participation.

Motion 22: That Senate approve the creation of PLAN 2507 Community Design II.

Motion 23: That Senate approve the creation of PLAN 3006 Municipal Finance for Planners.

Motion 24: That Senate approve the creation of PLAN 3106 Planning Law.

Motion 25: That Senate approve the creation of PLAN 3206 Conflict Resolution in Planning.

Motion 26: That Senate approve the creation of PLAN 3306 Planning in Relationship with Indigenous Communities.

Motion 27: That Senate approve the creation of PLAN 3507 Community Planning – Studio I.

Motion 28: That Senate approve the creation of PLAN 3906 Special Topics in Planning I.

Motion 29: That Senate approve the creation of PLAN 4006 Tribunals in Planning.

Motion 30: That Senate approve the creation of PLAN 4106 Ethical Planning.

Motion 31: That Senate approve the creation of PLAN 4206 Plan Evaluation.

Motion 32: That Senate approve the creation of PLAN 4507 Advanced Community Planning – Studio II.

Motion 33: That Senate approve the creation of PLAN 4807 Planning Internship.

Motion 34: That Senate approve the creation of PLAN 4906 Special Topics in Planning II.

Biology, Chemistry, Geography - Proposal FAS - 2627- 00101 **Motion 35**

Motion 35: That Senate approve the addition of a new course GEOG 3326: "Geography of Sport" to the Geography curriculum as outlined.

Computer Science and Mathematics – Proposal FAS-2627-00103

Non-Substantive
That the prerequisites for MATH 5036 Measure Theory be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5066 General Topology be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5067 Introduction to Algebraic Topology be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5086 Functional Analysis be changed as outlined.

Non-Substantive

That the prerequisites for MATH 5237 Computational Topology be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5246 Optimization be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5256 Graph Theory be changed as outlined.

Computer Science and Mathematics – Proposal FAS-2526-00091 **Motion 36-37**

Motion 36: That Senate approve that a new stream in Mathematics program, titled "Mathematical Reasoning for the Digital Age" be created.

Motion 37: That Senate approve the approval of the restrictions in the Academic Calendar description of MATH 1070 Fundamental Concepts of Mathematics for Teachers be changed as outlined in the proposal.

Liberal Science - Proposal FAS-2526-00100 **Motion 38-44**

Motion 38: That Senate approve one minor be deleted from the requirements for the Liberal Science degree.

Motion 39: That Senate approve an additional 18 credits of science (no more than 6 at the 1000 level) be added to the requirements for the Liberal Science degree.

Motion 40: That Senate approve that Motions 41 through 44 be approved as an omnibus motion.

Motion 41: That Senate approve PHIL 2506 'Thinking Clearly' and PHIL 2507 'Bullshit, Bias, and Propaganda: Reasoning about the Irrational' be removed as program requirements for the Liberal Science degree.

Motion 42: That Senate approve PHIL 2516 'Bio-Ethics' OR PHIL 2717 'Environmental Ethics', OR PHIL 2816 'Digital Ethics' be added as a program requirement for the Liberal Science degree.

Motion 43: That Senate approve that an additional 3-credit course be added to the list of electives (from 18 to 21) as a program requirement for the Liberal Science degree.

Motion 44: That Senate approve the degree "BSc Liberal Science" be renamed "BSc General Science".

Faculty of Education & Professional Studies

Schulich School of Education – Proposal EPS-2627-00105 **Motion 45 - 130**

Motion 45: That Senate approve that Motions 46 through 127 be approved as an omnibus motion.

Motion 46: That Senate approve the course EDUC 4006, Civics and Politics for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 47: That Senate approve the course EDUC 4007, Business Studies for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 48: That Senate approve the course EDUC 4016, English for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 49: That Senate approve the course EDUC 4017, French as a Second Language for the Primary, Junior, and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 50: That Senate approve the course EDUC 4026, Geography for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 51: That Senate approve the course EDUC

4027, Health and Physical Education for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 52: That Senate approve the course EDUC 4046, History for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 53: That Senate approve the course EDUC 4047, Mathematics for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 54: That Senate approve the course EDUC 4056, Instrumental Music for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 55: That Senate approve the course EDUC 4057, Visual Arts for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 56: That Senate approve the course EDUC 4066, First Nations, Métis, and Inuit Studies for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 57: That Senate approve the course EDUC 4067, Anishnaabemwin as a Second Language for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 58: That Senate approve the course EDUC 4076, Science for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 59: That Senate approve the course EDUC 4077, Environmental and Climate Education for Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 60: That Senate approve the course EDUC 4106, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 61: That Senate approve the course EDUC 4107, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 62: That Senate approve the course EDUC 4126, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 63: That Senate approve the course EDUC 4127, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 64: That Senate approve the course EDUC 4136, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 65: That Senate approve the course EDUC

4137, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 66: That Senate approve the course EDUC 4143, Teaching Across the Curriculum, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 67: That Senate approve the course EDUC 4153, Digital Learning and Critical Practice, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 68: That Senate approve the course EDUC 4173, Building Learning Communities for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 69: That Senate approve the course EDUC 4174, Building Learning Communities for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 70: That Senate approve the course EDUC 4183, Building Learning Communities for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 71: That Senate approve the course EDUC 4184, Equity, Diversity, and Inclusion in Professional Practice, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 72: That Senate approve the course EDUC 4193, Healthy Learners, Healthy Schools for the

Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 73: That Senate approve the course EDUC 4194, Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 74: That Senate approve the course EDUC 4213, Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 75: That Senate approve the course EDUC 4223, Special Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 76: That Senate approve the course EDUC 4233, Special Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 77: That Senate approve the course EDUC 4243, Special Education for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 78: That Senate approve the course EDUC 4253, Legal, Historical, and Philosophical Foundations of Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 79: That Senate approve the course EDUC 4263, Anishinaabe Ways of Knowing, Being and Learning in Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 80: That Senate approve the course EDUC 4393, Practicum I, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 81: That Senate approve the course EDUC 4394, Practicum II, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 82: That Senate approve the course EDUC 4503, Mathematics for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 83: That Senate approve the course EDUC 4507, Mathematics for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 84: That Senate approve the course EDUC 4513, Language and Literacies for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 85: That Senate approve the course EDUC 4514, Language and Literacies for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 86: That Senate approve the course EDUC 4526, Mathematics for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 87: That Senate approve the course EDUC 4533, Language and Literacies for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 88: That Senate approve the course EDUC 4543, Science, Technology, and Environmental Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 89: That Senate approve the course EDUC 4544, Science, Technology, and Environmental Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 90: That Senate approve the course EDUC 4553, Health and Physical Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 91: That Senate approve the course EDUC 4554, Health and Physical Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 92: That Senate approve the course EDUC 4563, Social Studies for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 93: That Senate approve the course EDUC 4564, Social Studies for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 94: That Senate approve the course EDUC 4573, Visual Arts for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 95: That Senate approve the course EDUC 4574, Visual Arts for the Junior and Intermediate

Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 96: That Senate approve the course EDUC 4583, Music for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 97: That Senate approve the course EDUC 4584, Music for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 98: That Senate approve the course EDUC 4593, Drama and Dance for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 99: That Senate approve the course EDUC 4594, Drama and Dance for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 100: That Senate approve the course EDUC 4606, Social Sciences for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 101: That Senate approve the course EDUC 4607, Business Studies for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 102: That Senate approve the course EDUC 4616, English for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 103: That Senate approve the course

EDUC 4617, French as a Second Language for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 104: That Senate approve the course EDUC 4626, Geography for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 105: That Senate approve the course EDUC 4627, Health and Physical Education for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 106: That Senate approve the course EDUC 4646, History for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 107: That Senate approve the course EDUC 4647, Mathematics for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 108: That Senate approve the course EDUC 4656, Instrumental Music for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 109: That Senate approve the course EDUC 4657, Visual Arts for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 110: That Senate approve the course EDUC 4666, First Nations, Métis, and Inuit Studies for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 111: That Senate approve the course

EDUC 4667, Biology for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 112: That Senate approve the course EDUC 4676, Chemistry for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 113: That Senate approve the course EDUC 4677, Physics for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 114: That Senate approve the course EDUC 4703, Teaching with Children's Literature, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 115: That Senate approve the course EDUC 4704, Educating Young Children, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 116: That Senate approve the course EDUC 4723, Understanding and Supporting Learners with Exceptionalities, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 117: That Senate approve the course EDUC 4724, Environmental and Sustainability Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 118: That Senate approve the course EDUC 4733, Critical and Creative Use of Educational Technology, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 119: That Senate approve the course EDUC 4734, Teaching in Ontario Catholic Schools, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 120: That Senate approve the course EDUC 4743, International Teaching, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 121: That Senate approve the course EDUC 4744, Media Arts, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 122: That Senate approve the course EDUC 4753, Outdoor Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 123: That Senate approve the course EDUC 4754, Philosophy, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 124: That Senate approve the course EDUC 4763, Social Justice and Equity, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 125: That Senate approve the course EDUC 4764, Imagination Creativity Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 126: That Senate approve the course EDUC 4773, STEAM Education: Science, Technology, Engineering, Arts, and Mathematics, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 127: That Senate approve the course

EDUC 4786, Teaching in French Immersion, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 128: That Senate approve the Academic Standing and Progression Regulation be changed as outlined and in line with the Major Modification Proposal.

Motion 129: That Senate approve the Bachelor of Education Degree Requirements be changed as outlined and in line with the Major Modification Proposal.

Motion 130: That Senate approve the Bachelor of Education Program Requirements be changed as outlined and in line with the Major Modification Proposal.

ACC REPORT - October 29, 2026

Supporting Documentation for October 29, 2026 ACC Report to Senate

iii. Academic Quality Assurance and Planning Committee (AQAPC) **Motion 131-132**

Motion 131: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated November 6, 2026.

Motion 132: That Senate receive the proposal for the suspension of admission to the Honours Specialization, Specialization, and Major in Philosophy (BA), Faculty of Arts and Science.

a. AQAPC Senate Report November 6, 2026

b. Suspension of Admission Philosophy Combined File

iv. By-laws and Elections Committee **Motion 133**

Motion 133: That Senate receive the Report of the By-laws and Elections Committee dated October 9, 2026.

a. Bylaws Report October 9, 2026

v. Graduate Studies Committee **Motion 134**

Motion 134: That Senate receive the Report of the Graduate Studies Committee dated September 9, 2026.

a. GSC Report to Senate - September 2026

vi. Senate Research Committee **Motion 135 - 137**

Motion 135: That Senate receive the Report of the Senate Research Committee dated October 2, 2026.

Motion 136: That Senate receive the Report of the Senate Research Committee dated October 30, 2026.

Motion 137: That Senate approve creation of the Centre for Rare and Young Onset Dementia Research.

a. SRC September 2026 Report to Senate

b. SRC October 2026 Report to Senate

c. Proposal - Centre for Rare and Young Onset Dementia Research

9. Other Business

10. Amendments of By-Laws

i. Amendment of By-laws - November 26, 2026 Senate - Notice of Motion

11. Elections

• Elect two (2) faculty Senate representatives to serve on the Senate Budget Advisory Committee for three (3) year terms effective now to June 30, 2029.

• Elect one (1) faculty Senate representative to serve on the Joint Committee of the Board and Senate on Governance for a three (3) year term effective now to June 30, 2029.

• Elect one (1) faculty Senate representative to serve on the Board of Governors for a three-year term effective now to June 30, 2029.

12. New Business

13. Announcements

14. Adjournment

DRAFT

Nipissing University

Minutes of the Academic Senate Meeting

September 11, 2026

2:30 p.m.

Room F210 & Zoom Videoconference

Members Present:	K. Wamsley (Chair), A. Douai, R. Hacquard, N. Colborne, G. Raymer, D. Iafrate, N. Black, P. Chabbert, T. Holmes
	S. Connor, R. Davis, H. Earl, R. Gendron, R. Kasperavicius, K. Lucas, P. Nosko, M. Owens, G. Phillips (Deputy Speaker), S. Renshaw, K. Srigley (Speaker), S. Srigley, L. Thielen-Wilson, R. Vernescu, S. Winters
	J. Allison, D. Hemsworth, R. Hoffman, T. Horton, D. Jarvis, A. Khorakian, A. Kociolek, A. Leblond, P. Maher, M. McCabe, E. Moorhead, J. Muterera, L. Peachey, C. Peltier, A. Schinkel-Ivy, I. Tavares, P. Zou
	C. Irwin, O. Pokorny
	I. Hoffman
	R. McEntee
	J. Martin, N. Botham, L. Lloyd, D. Lamirande
Absent With Regrets:	B. Law, H. Texiera, D. Hay, A. Nkurunziza, P. Ravi, C. Ricci, O. Remillard, H. Konadu

The Senate Speaker offered a Traditional Territory acknowledgement.

Prior to the start of the Senate meeting, the Chair advised that Higher Education Strategy Associates (HESA) had been engaged to review Nipissing University's policy ecosystem and provide recommendations to improve clarity and usability, as well as to identify and develop policies needed to support a strong and effective institutional policy framework.

HESA provided an overview of the work completed to date. As part of the review process, HESA has met, or will be meeting, with the University Management Group, Faculty Councils, the Community Forum, the Academic Curriculum Committee, the Board of Governors, and NUICE.

As part of their consultation process, HESA invited feedback on the following questions:

What is the most important thing you would like HESA to keep in mind when drafting a Policy on Policies for Nipissing University?

What problem(s) do you hope the Policy on Policies will solve? You can tell us about a time a policy at Nipissing University failed to function properly if that helps.

Written responses may be sent directly to:
mmurphy@higheredstrategy.com
apetitthorne@higheredstrategy.com

The Chair encouraged Senate members to provide their comments and feedback to HESA for consideration as part of the policy review process.

Adoption of the Agenda of the Senate Meeting of: September 11, 2026

Motion 1: Moved by I. Tavares, seconded by L. Lloyd that the agenda of the Senate meeting of September 11, 2026, be adopted.
CARRIED

Adoption of the Minutes of the Senate Meeting of: June 12, 2026

Motion 2: Moved by R. Gendron, seconded by G. Phillips that the minutes of the Senate meeting of June 12, 2026, be adopted.
CARRIED

Business Arising From the Minutes

The Speaker advised that the date of the May 14, 2027, Academic Senate meeting has been changed to May 28, 2027, to allow sufficient time for the Academic Quality Assurance and Planning Committee (AQAPC) to meet. A revised schedule of meeting dates was included in the Senate agenda.

The Speaker provided an update on the Senate Governance Review, a comprehensive, multi-year initiative to assess and strengthen the University's academic governance framework. Co-chaired by the Speaker and the Chair, the review has been underway for over a year and is intended to support ongoing reflection and continuous improvement in academic governance.

The review was initiated through both provincial funding from the Ministry of Colleges and Universities and the University's own recognition that improvements were needed in areas such as Senator onboarding, governance effectiveness, and alignment between Senate and Board governance processes.

The Speaker advised that the review is a proactive initiative being undertaken to address institutional needs rather than external requirements. As part of the information-gathering phase, the review has incorporated findings from the Cheryl Foy Governance Review and Senate committees' reviews of their respective terms of reference. The Speaker thanked Senators for their engagement throughout the process and acknowledged the contributions of the University Secretary and the Manager of Academic Projects and Planning for their support in advancing the review.

The next phase will involve a survey of current and former Senators, to be distributed through Microsoft Forms. The survey is intended to identify strengths, weaknesses, and opportunities for improvement within the University's academic governance framework. Responses will be anonymized before being reviewed by the Senate Governance Review Committee, and Senators with confidentiality concerns were encouraged to contact the University Secretary for assistance.

Survey findings will be reviewed by the Senate Governance Review Committee, which includes representation from the Senate Executive Committee and the Senate By-laws Committee. Results and potential recommendations will be shared with Senate, followed by opportunities for consultation, discussion, and feedback.

Looking ahead, the committee hopes to implement a shorter annual survey to monitor the state of academic governance and support ongoing improvement efforts. The Speaker concluded by inviting questions during Question Period.

Concerns were raised following the June Senate meeting regarding opportunities for online participants to vote and ask questions. The Speaker advised that a process is in place to monitor both in-person and online requests to speak. Members were advised that the University Secretary and the Executive Assistants to the President and the VPFA also assist in tracking raised hands in the room and on-screen. While acknowledging that occasional oversights may occur, the Speaker emphasized that efforts are made to ensure all participants are recognized. Senators who believe they have been missed were encouraged to unmute their microphone and draw attention to their request to speak. The Speaker thanked Senators for their feedback and the opportunity to review the participation process.

Reports From Other Bodies

The President welcomed Senate members to the 2026-2027 academic year and introduced new members of the university community, including Dr. Aziz Douai our new Provost and Vice-President, Academic, and Muhammad Ahsan as the University's first Director of Human Rights and Equity. An update was provided on provincial funding announcements and the University's efforts to secure funding for the proposed Community Planning program.

The President also highlighted the ongoing policy review being conducted by Higher Education Strategy Associates (HESA), noting that a series of campus consultations would be held over the coming months. Upcoming university events were outlined, including the annual Pow Wow, Homecoming activities, Truth and Reconciliation Day observances, the University Fair, Fall Open House, and the openings of the Centre for the Study of State Violence, and the outdoor classroom. The report concluded with an update on collaboration with Canadore College, emphasizing continued efforts to strengthen institutional partnerships and enhance academic and operational cooperation. The report is appended to the minutes.

The Provost and Vice-President Academic (PVPA) thanked Senate members for their warm welcome and expressed his enthusiasm for joining Nipissing University. He noted that, as he continues to learn more about the institution, he is increasingly encouraged by the opportunities for renewal and advancement, including initiatives such as the Community Planning Program and projects led by the Centre for Teaching and Learning.

Drawing on his experience at the University of Regina and in the GTA, as well as his academic background in his home Faculty of Arts and Sciences and training in communications and interdisciplinary scholarship, the Provost emphasized his commitment to supporting faculty members in their work and fostering student success. He noted that the success of faculty and students is integral to the University's continued growth and advancement. The Provost concluded by wishing all members of the University community a successful academic year.

A report from the Interim Provost and Vice-President Academic (PVPA) highlighted that the Quality Council approved the University's one-year Follow-up Report in response to the 2024-25

audit and determined that no further follow-up is required. The next cyclical audit will occur within the regular eight-year review cycle. Seven academic programs are scheduled to undergo external IQAP reviews during the current academic year, and appreciation was extended to the programs preparing self-studies for these reviews.

The University celebrated significant research success, with faculty members receiving SSHRC and NSERC grants totaling approximately $1.5 million. Updates were also provided on recruitment and communications initiatives, including the launch of a redesigned Future Students website and ongoing work to redesign the main university website.

An enrolment update showed strong domestic student numbers, with increases in returning student headcount compared to the previous year. The Interim Provost thanked faculty and staff for their contributions to a successful start to the 2026-2027 academic year. The report is appended to the minutes.

The Vice-President Finance and Administration (VPFA) reported a successful start to the academic year and thanked all departments for their collaborative efforts in supporting students and ensuring a smooth campus start-up. Several facilities improvement projects were completed over the summer, including elevator repairs and washroom upgrades.

The VPFA also acknowledged the contributions of the Manager of Digital Marketing and the Director of Marketing and Communications in leading the university website redesign project and expressed excitement for its launch.

An update on the University's financial position noted that draft audited financial statements would be presented to the Audit & Finance Committee on September 14. Preliminary 2025-26 year-end results were reported to be in line with projections discussed in June, and current-year financial results are tracking within budget expectations. The University continues to monitor pending grant funding announcements and their potential implications for future multi-year budget planning.

A report from the Alumni Advisory Board was provided. The report is appended to the minutes.

A report from the Nipissing University Student Union (NUSU) was provided. The report is appended to the minutes.

The President invited Senators Earl and Connor to provide information regarding the grand opening of the Centre for the Study of State Violence, a new hub for research, teaching, and dialogue focused on understanding the origins, impacts, and legacies of state violence.

Senator Earl provided an overview of the opening program, noting that activities will take place throughout the weekend and include keynote presentations, panel discussions, and public film screenings. The events are designed to encourage discussion and reflection on historical and contemporary experiences of state violence, justice, reconciliation, and remembrance. Members of the University community were encouraged to attend and participate.

Senator Earl acknowledged the significant support provided by the President's Office, noting its instrumental role in organizing the opening events. Appreciation was also expressed to the Associate VP, Research, Innovation and Graduate Studies for her leadership and dedication to the initiative.

The President noted that the launch of the Centre sends an important message about the strength and vitality of the Arts and Humanities at Nipissing University.

Question Period

In follow-up to the discussion regarding the opening of the Centre for the Study of State Violence, Senator Black advised that two library displays have been prepared in support of the event. Materials from the Library's collection were assembled, and books recommended by the planning committee, as well as works authored by the keynote speaker, have been acquired and featured as part of the displays. Senators and members of the University community were encouraged to visit the displays, which were described as thought-provoking and moving contributions to the event programming.

A Senator expressed concern about the impact of recent provincial funding announcements on the Arts and Humanities, noting that reports indicated a significant portion of new funded postsecondary spaces would be directed toward STEM disciplines. Concern was also raised regarding declining enrolment in some Arts and Humanities programs, recent program closures, and the recommendation to discontinue the Philosophy program. Concerns were also expressed as to whether provincial funding would continue to support Arts and Humanities enrolment and whether future funding models might disadvantage non-STEM programs.

In response, the President emphasized that the new provincial funding is intended to help stabilize the University and support strategic priorities, including the development of high-demand programs such as the proposed Community Planning Program. The President noted that the funding does not reduce existing Arts and Humanities spaces and that the University remains committed to preserving these disciplines. While acknowledging declining applications in some areas, the President highlighted that the University has managed these challenges without faculty layoffs, instead reallocating resources and restructuring where necessary to maintain academic offerings.

The President further affirmed the importance of the Arts, Humanities, and Social Sciences to the University's mission and pointed to initiatives such as the Centre for the Study of State Violence as evidence of Nipissing University's ongoing commitment to these fields. The President reiterated the University's intention to continue advocating for and investing in a broad range of academic programs while supporting long-term institutional sustainability.

Further concern was expressed regarding the reduction of teachable subjects at some universities and the potential implications for teacher education programs across the sector. It was noted that the Faculty of Education serves as an important anchor for the Arts at Nipissing University, and concern was raised about the possibility of similar trends affecting the University's Education programs.

In response, the Interim Associate Dean of Education advised that teachable subject requirements are determined by the Ontario College of Teachers (OCT), which oversees the certification framework and associated teachable subject requirements for teacher candidates.

A Senator reaffirmed the importance of the Arts and Humanities and inquired whether program closures were primarily the result of low student enrolment. Senator Colborne clarified that the Philosophy program has not been eliminated. Rather, a proposal has been brought forward to temporarily suspend admissions to the program. He noted that no final decision has been made and that consultation will occur before any decision is finalized. The proposed suspension was based on low enrolment and the fact that only one full-time faculty member is currently associated with the program.

In response to questions regarding curriculum renewal, Senator Colborne advised that the proposed suspension of admissions would provide an opportunity to review and revamp the curriculum and program offerings in consultation with the program and Senate.

The Senator expressed a strong interest in contributing to discussions regarding the future development of the Philosophy program. Drawing on her background in Mathematics and artificial intelligence, she emphasized the continued relevance of philosophy and logic, particularly in the context of emerging technologies, and offered to share suggestions as part of any future program review process.

A Senator raised several questions regarding the *Computerized Notetaking and Content Capture Accommodations FAQ and Guidelines for Faculty* distributed by Student Accessibility Services. Concerns focused on the definition of "content capture," the responsibilities associated with recording accommodations, and the potential impact on classroom safety and participation.

Questions were raised regarding whether the term "content capture" includes video recording technologies such as wearable devices. Clarification was provided that the accommodation does not include the use of Meta Glasses. Additional concerns were expressed regarding the accommodation process, specifically that students are not required to contact instructors directly regarding recording accommodations. The Senator noted that recording in the classroom may have implications for faculty and student privacy and comfort and suggested that students should share responsibility for minimizing potential harm associated with recordings.

Further questions were raised about the potential impact of recording accommodations on student participation and about faculty responsibility and liability in situations where classroom recording occurs without members of the class being aware. The matters were brought forward for further consideration and discussion with the appropriate University offices.

In response, the Director of Student Wellness advised that accommodation letters are intended to initiate dialogue between Student Accessibility Services (SAS) and faculty members regarding the implementation of approved accommodations. She noted that that there are multiple safeguards in place to address identified concerns. Students approved for content capture accommodations sign an agreement outlining the responsible use of their academic accommodations and the consequences of misuse. The agreement highlights that only SAS approved technologies may be used and solely for personal learning purposes. Students who misuse these accommodations may be subject to academic integrity and code of conduct consequences.

The Speaker encouraged continued conversations with the Assistant VP, Students and the Director of Student Wellness and suggested that any resulting information or recommendations be shared with Senate at a future meeting.

As a supplement to earlier questions regarding provincial funding, a Senator referenced a recent *Toronto Star* article reporting that Ontario is creating 40,000 new postsecondary spaces and suggesting that the allocation could result in additional mechanical engineering opportunities in North Bay. The Senator inquired whether these newly funded spaces were intended for Canadore College.

The President advised that the allocation of the newly funded spaces and their potential impact on local institutions was not yet clear and expressed hope that further information would be forthcoming from the Province.

Reports of Standing Committees and Faculty or University Councils

Senate Executive Committee

Motion 3: Moved by K. Wamsley, seconded by R. Gendron that Senate receive the Report of the Senate Executive Committee dated July 6, 2026.
CARRIED

Motion 4: Moved by K. Wamsley, seconded by D. Iafrate that Senate receive the Report of the Senate Executive Committee dated August 27, 2026.
CARRIED

Academic Curriculum Committee

Motion 5 : Moved by A. Douai, seconded by N. Black that Senate receive the Report of the Academic Curriculum Committee dated August 10, 2026.
CARRIED

Motion 6: Moved by A. Douai, seconded by T. Horton that Senate approve the modification to the admission requirements for Concurrent Education.
CARRIED

Academic Quality Assurance and Planning Committee (AQAPC)

Motion 7: Moved by A. Douai, seconded by N. Black that Senate receive the Report of the Academic Quality Assurance and Planning Committee dated August 21, 2026.
CARRIED

Motion 8: Moved by A. Douai, seconded by N. Colborne that Senate approve that the Department of Computer Science and Mathematics be renamed to the Department of Computer Science, Mathematics, and Physics.
CARRIED

Motion 9: Moved by A. Douai, seconded by H. Earl that Senate approve that the Minor in Economics be reinstated by the Provost.
CARRIED

Motion 10: Moved by A. Douai, seconded by N. Colborne that Senate approve the minor revisions to the NU-IQAP Cyclical Program Review Process.
CARRIED

By-laws and Elections Committee

Motion 11: Moved by G. Phillips, seconded by H. Earl that the Report of the By-laws and Elections Committee dated July 9, 2026 be received.
CARRIED

Senate Budget Advisory Committee

Motion 12: Moved by H. Earl, seconded by S. Connor that the Annual Report of the Senate Budget Advisory Committee dated August 14, 2026 be received.
CARRIED

Elections

- Elect two (2) faculty Senate representatives to serve on the Senate Budget Advisory Committee for three (3) year terms effective now to June 30, 2029.

  As no nominations were received, the election for two Faculty Senators to serve on the Senate Budget Advisory Committee will be included on the next Senate agenda.

- Elect two (2) faculty Senate representatives to serve on the Joint Committee of the Board and Senate on Governance for three (3) year terms effective now to June 30, 2029.
  ACCLAIMED: H. Earl

  As only one nomination was received, the election for one Faculty Senator to serve on the Joint Committee of the Board and Senate on Governance will be included on the next Senate agenda.

- Elect one (1) faculty Senate representative to serve on the Board of Governors for a three-year term effective now to June 30, 2029.

  As no nominations were received, the election for one Faculty Senator to serve on the Board of Governors will be included on the next Senate agenda.

Adjournment

Senate was adjourned at 3:50 p.m.

…….. ……..
Kevin Wamsley, Chair Sandy Landriault, Secretary to the Senate

11 September 2026
President's Senate Report

Good afternoon fellow Senators, welcome to the 2026-2027 academic year. It is a great honour for me to return in my sixth year as President of Nipissing University. I want to welcome new Senators and also welcome new Faculty and Staff members.

A special welcome to Dr. Aziz Douai, our new Provost and Vice-President Academic. A special welcome to Muhammad Ahsan, the first Director of Human Rights and Equity. We look forward to Muhammad's work and that of the new Steering Committee.

You may have seen the news from yesterday's press conference about expanding funded seats at Ontario's Colleges and Universities. As you know we are looking for weighted grant funding for our new Planning program – I will keep you up to date as the news comes in over the next month.

Senate had a presentation today from HESA to update us on our policy review. Over the next few months, they will host at least nine sessions of consultation. As I said in my email to the campus yesterday, we are hoping for consistent and easy to use policies across our institution.

We will welcome back our students to campus with our 21st annual Pow Wow, co-hosted by Canadore next Friday, September 18th between 11:00 a.m. and 3:00 p.m.

This is also Homecoming Weekend with a number of events scheduled, including the Grand Opening of the Nipissing University Centre for the Study of State Violence. In addition to the opening and an evening of welcome featuring a keynote address, we are hosting an international conference to mark this great news for our university.

Our teams will be attending the Ontario Universities Fair on the weekend of September 26th and 27th as we begin the recruitment cycle for 2027-28.

A reminder that September 30 is Truth and Reconciliation Day – the University is closed in order for all of us to attend local events, including the Every Child Matters Walk and Exhibition starting at 10:00 a.m. at Lee Park and gathering at the bandshell.

We are planning for our Fall Open House on October 24th.

We are also planning an official opening for our outdoor classroom – we will provide the details when available.

And finally, I wanted to update you on our ongoing relationship with Canadore College. I have been meeting regularly with President Ifu, and our leadership teams have been meeting regularly as well. Last week we attended a half day retreat facilitated by a third party to enhance the relationships between the two institutions; how to work better together; how to develop more comprehensive academic pathways; and, how to report on the material advantages of sharing land and services in order to attract more support from the Province.

Interim Provost's Senate Report
September 11, 2026

Quality Council Approval Update:

On June 15, 2026, the University submitted a required one-year Follow-up Report to the Quality Council's 2024-25 Audit. This report outlines steps and actions that respond to seven recommendations and one cause for concern. After careful review of the report, the Audit Team considers the actions taken by the University to have largely addressed the key issues outlined in the Audit, and a recommendation was made to the Quality Council that no further follow-up is required at this time. The Council agreed and provided a letter of approval on August 25th. The next cyclical audit follows an eight-year cycle and will provide an opportunity to confirm the impact of the positive steps taken by the University.

This fall and winter the University has seven programs undergoing external IQAP Reviews:

- Fine Arts and Visual Arts (FAVA)
- BA Geography/BA Environmental Geography/BSc Environment and Physical Geography
- MES Master of Environmental Studies and MESc Master of Environmental Science
- MSc Mathematics
- BA and MA Sociology
- Physical and Health Education
- Criminal Justice

We thank the programs who are working hard to submit their Self-Studies for these scheduled reviews.

Grant Recipients:

Congratulations to the recipients of SSHRC and NSERC grants!

Principal Investigator	Award	Duration (years)	Total Value
Breton, Rob A.	SSHRC-Aid to Scholarly Journals	3	$ 58,318.00
Clausen, Kurt W.	SSHRC-Aid to Scholarly Journals	3	$ 108,000.00
Greer, Kirsten A.	SSHRC-Insight Grant	6	$ 488,950.00
Stewart, Tyson	SSHRC-Insight Grant	6	$ 56,410.00
Nagy, Rosemary	SSHRC-Partnership Engage Grant	1	$ 49,381.00
Leblond, Alyssa	SSHRC-Insight Development Grant	2	$ 93,632.00
Zhu, Haibin	NSERC-Discovery Grant	5	$ 215,000.00
Hatef, Ali	NSERC-Discovery Grant	5	$ 200,000.00
Arnocky, Steven	NSERC-Discovery Grant	5	$ 183,790.00
Karassev, Alexandre	NSERC-Discovery Development Grant	2	$ 44,000.00
			$1,497,481.00

…/2

Future Students Website

The new Future Students website is now live, offering a more streamlined and user-friendly experience for prospective students. The site features an enhanced program search tool with advanced filtering options, making it easier for users to explore and identify programs that align with their interests and goals. It also includes labour market information and admissions and application requirements tailored to different student types. Visit: https://future.nipissingu.ca/

Main Nipissing University Website

Work also continues on a comprehensive redesign of the main Nipissing University website. Over the past several months, the project has focused on refreshing the site's look and feel, improving navigation and search functionality, and modernizing the back-end infrastructure to enhance functionality, content management, and security. New policy pages and enhanced faculty profiles are also notable features of the new site. The redesigned site will provide an improved user experience for a wide range of audiences and remains on track for launch by the end of September, with a tentative target date of September 14.

Enrolment Update

FW26	Domestic - headcount	International - headcount
New	1,950	17
Returning	4,517	57

FW25	Domestic - headcount	International - headcount
New	1,968	15
Returning	3,975	155

Thanks to everyone for a great start to the new academic year!

Nipissing University Alumni Advisory Board report to Academic Senate
September 2026

Welcome back, Lakers!
As the fall semester begins, the Nipissing University Alumni Advisory Board extends a warm welcome to students and faculty. We wish you a year filled with meaningful learning, discovery, and connection. Throughout your studies, teaching, and campus experiences, the alumni community is proud to support you and celebrate your achievements.

Homecoming 2026
Homecoming Weekend returns September 18 to 20, bringing together students, alumni, staff, faculty, and community members for three days of celebration and connection. The weekend will feature community activities, Lakers sporting events, and opportunities to reconnect with Nipissing. Visit events.nipissingu.ca/homecoming for event details and registration.

NUAAB Representative to Senate
As of this meeting, Riley McEntee (BA Hons ’24) will begin serving as NUAAB’s alumni representative to Academic Senate. NUAAB also extends its sincere appreciation to Ryan Hehn (BA ’12) for three years of dedicated service and thoughtful contributions to Senate.

Toronto Blue Jays University and College Night
The Alumni Board looks forward to connecting with alumni in the Greater Toronto Area at the annual Toronto Blue Jays University and College Night on September 14. More than 50 alumni and guests will join us at the ballpark, providing another valuable opportunity to strengthen alumni connections across Ontario.

NIPISSING UNIVERSITY STUDENT UNION

NUSU Student Centre
221 College Drive, North Bay, ON. P1B 0G1
Telephone: (705) 474-3450 ext. 4801
Website: www.nusu.com

NUSU Academic Senate Report: September 2026

Welcome to the 2026–2027 Academic Year

On behalf of NUSU, we would like to extend a warm welcome to all students, staff, and faculty as we kick off a new academic year. September brings incredible energy to our campus, and the entire NUSU team is thrilled to welcome both new and returning students back to Nipissing. We look forward to working collaboratively with the university community to make this an engaging, supportive, and memorable year for all Lakers.

Conferences & Professional Development

Over the summer, the NUSU Executive team and staff attended several professional development opportunities, including the Canadian Organization of Campus Activities (COCA) conference, the Canadian Federation of Students (CFS) Skills Development Symposium, the Association of Managers in Canadian College, University, and Student Centres (AMICCUS-C), and PBAS training for our health and dental plan. These conferences allowed us to gain valuable perspectives and fresh ideas from student unions across the country, which we are excited to implement on campus this year.

Student Health & Dental Plan

Our health and dental plan coverage officially rolls over for the new term on September 1st, featuring improved coverage for our students. A reminder that the opt-out and dependent opt-in deadline for the 2026–2027 academic year is ***September 25th, 2026***.

Upcoming Campaigns, Events & Out-of-Town Trips

We have been hard at work planning a dynamic lineup of new campaigns and events for the upcoming year. Students can look forward to even more programming directly on campus, as well as an expanded schedule of out-of-town trips.

OWLS Week 2026

Countless hours of planning have gone into this year's OWLS Week, and we are ready to give our incoming first-year students an unforgettable welcome to the Nipissing community.

NIPISSING UNIVERSITY STUDENT UNION
NUSU
NUSU Student Centre
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Website: www.nusu.com

Homecoming (HOCO Fest)
We are excited to share that Homecoming this year will be expanded into a two-day HOCO Fest! We are looking forward to hosting events at the Student Centre and celebrating Lakers pride alongside students, faculty, and alumni.

Campus Sustainability & Food Insecurity Initiatives

- **The Bees are Back:** As mentioned previously, we are thrilled to share that we have officially welcomed our bees back to campus!
- **OAK & Food Pantry Jar Drive:** Our “One of A Kind” (OAK) initiative is going strong, actively canning fresh produce, jams, and other preserves to supply our Student Food Pantry. To support these efforts, we are currently hosting a Jar Drive. Anyone with extra standard canning jars (e.g., Mason, Ball, Bernardin with proper sealing lids) is encouraged to drop them off at the NUSU Student Centre front desk. Each jar donated earns an entry into a prize raffle. We deeply appreciate the community’s support in keeping our pantry stocked!

Provost's Report to Senate – November 27, 2026

Academic Program Renewal

Bachelor of Community Planning
The Faculty of Arts & Science is at work implementing the new Bachelor of Community Planning. As part of preparing for the program's preliminary accreditation process, the Faculty had a Professional Standards Board site visit on November 5 and 6. The program's curriculum is moving through our Senate processes and upgrades to our facilities to serve the associated students are being implemented.

Artificial Intelligence and Data Science
Work is underway on the proposed redesign and rebranding of the Data Science program as Artificial Intelligence and Data Science, with the proposal moving through the academic approval process.

Quality Assurance Update

External Reviewer Site Visits for the programs undertaking their Cyclical Program Review have been scheduled for the 2026-2027 academic year. They include:

1. Bachelor of Fine Arts: October 8-9, 2026
2. Bachelor of Arts in Geography/Environmental Geography, Bachelor of Science in Environment and Physical Geography: October 27-28, 2026
3. Master of Environmental Science/Studies: November 16-17, 2026
4. Master of Science in Mathematics: Date TBD
5. Bachelor of Arts/Master of Arts in Sociology: Date TBD
6. Bachelor of Arts in Criminal Justice: Date TBD
7. Bachelor of Physical and Health Education: Date TBD

Further, we have one program set to begin their Cyclical Program Review, the Bachelor of Arts in English.

As a result of recent IQAP reviews, curriculum changes are in the approval process for the Liberal Science degree. Changes for the Liberal Arts degree are anticipated to begin the curriculum approval process soon.

Admissions and Registration

Enrolment: Overall, our FFTE is 8.98% higher than last year, primarily due to an increase in returning students (increased retention).
Total students by headcount: Undergraduate enrolment: UG Domestic 4,932 + UG International 62 = 4,994 (BEd Domestic: 1284 + BEd International 2 = 1,286)
Graduate enrolment: Grad Studies Domestic 184 + International 12 = 196
Total Domestic 6,400 + International 76 = 6,476

Admissions: Applications are up by 2,000 (109%) vs. the same time last year (this is data as of today). This is primarily a result of the increase in BEd applications, we're at 3,000, up by 2,007 (same time last year).
International applications are up this year over last year; however, acceptances are down (across the sector) and study permit approvals are a challenge, however, our approval rating is high, only our U15 Ontario counterparts are higher than us.
Open House attendance - increase in the number of prospective students attended this fall (an increase of 5 only). Everyone who attended is contacted for follow-up and to support next steps.

Student Success and Supports

The University of Ottawa and Nipissing University are partnering to address the growing public health issue of digital dependency among students and its impact on physical and mental health,

academic performance, and overall well-being. The project "Unplug to Heal" is being supported by the Ontario Ministry of Colleges, Universities, Research Excellence and Security funding. This achievement highlights the dedication and excellence of our Student Wellness teams on campus.

Enji giigdoyang, Office of Indigenous Initiatives (OII) Report Summary

Since June 2026, the Office of Indigenous Initiatives (OII) has continued to advance Indigenous student success, institutional Indigenization, and reconciliation efforts across the university. Through its student-centered approach, strategic partnerships, and alignment with the Truth and Reconciliation Commission Calls to Action, OII reached more than 1,827 students, faculty, staff, and community members through programming, outreach, and support initiatives.

Student Success and Engagement OII delivered extensive student support and community engagement activities, including over 1,214 participants through outreach initiatives such as the Welcome Pow Wow, the Elder & Youth Gathering, and Biidaaban Community Service-Learning (BCSL) tutor recruitment. Academic programming included 59 workshops and events, while individualized student support generated 590 direct interactions, including undergraduate advising, Indigenous Foundations Program (IFP) support, and one-on-one student success meetings. Recruitment efforts also achieved a record 1,384 scans at the 2026 Ontario Universities Fair.

Staffing and Strategic Development The office welcomed a new Indigenous Student Engagement and Placement Coordinator and continues recruitment for key student support positions. OII is also finalizing two new institutional roles, an Indigenous Curriculum Specialist and an Indigenous Research Lead, in partnership with the Research Office and the Centre for Teaching and Learning. Work also continues on Indigenous Identity Affirmation processes and the development of special programs and preferential hiring frameworks.

Recruitment, Youth Engagement, and Cultural Spaces Major initiatives included the restructured Debwendizon Youth Gatherings, which welcomed approximately 250 youth, Elders, and partners; the successful establishment of the Enji Giigdoyang Tipi and associated land-based learning activities; ongoing stewardship of the Medicine Garden; and the annual Pow Wow, which attracted more than 1,000 participants through collaboration with Canadore College and multiple university departments.

Indigenization, Policy, and Reconciliation OII led the development of the university's Indigenous Reconciliation Targeted Action Plan and successfully integrated Indigenous Student Success Fund reporting into the Strategic Mandate Agreement framework. The office continues to advance Indigenous data sovereignty through the Indigenous Identity Affirmation Policy and OCAP®-aligned processes. Additional achievements include securing formal representation for the Director of Indigenous Initiatives on Senate and increasing institutional awareness through training on land acknowledgements and reconciliation practices.

Institutional Partnerships and Academic Initiatives The office strengthened collaborations across the institution by supporting Indigenous recruitment planning, Indigenous curriculum development in Education, faculty learning initiatives, and research opportunities. Notable achievements include launching the Indigenous Research Circle, supporting Indigenous Teacher Education programming, and delivering leadership workshops on Indigenization and reconciliation. OII also continues to work closely with the Centre for Teaching and Learning, Human Resources, Human Rights and Equity, and institutional leadership to advance reconciliation objectives and policy modernization.

Priorities for the Next Quarter Key priorities include completing recruitment and organizational growth initiatives within OII, advancing Phase Two of the Indigenous Identity Affirmation Policy, leading Treaty Week programming and engagement activities, implementing recommendations arising from the EDI audit, and supporting policy modernization efforts through a reconciliation-informed lens.

Board of Governors Report to Senate – October 2026

Board of Governors Meeting
September 24, 2026

The Board of Governors met on Thursday, September 24, 2026, in the President's Boardroom and via Zoom remote conferencing.

Maica Murphy of Higher Education Strategy Associates (HESA) presented an update on the University's policy framework review, including community consultations, a comparative review of policy practices at other Canadian universities, and a gap analysis of Nipissing's existing policy suite. She advised that the work is intended to strengthen the University's policy ecosystem by improving consistency, clarity, accessibility, and governance oversight.

The President outlined three strategic objectives for the 2026-27 academic year, which focused on securing increased government funding and funded enrolment growth, planning for future space requirement associated with the Community Planning Program and Rare Dementia Support Canada and strengthening community fundraising and philanthropic support. He highlighted the importance of continued government advocacy, financial sustainability, strategic growth, and the development of alternative revenue sources to support the University's long-term success.

The Board of Governors approved the President's 2026/27 Goals and Priorities as presented.

The Board received the audited financial statements for the year ended April 30, 2026, and the Committee Chair noted that the Committee had undertaken a detailed review of the statements, including a discussion regarding transfers from unrestricted to internally restricted funds intended to support student financial aid and scholarships.

Renee Hacquard, VPFA, reported that the University received an unqualified audit opinion and recorded a surplus of approximately $10.2 million, driven largely by additional government funding and enrolment-related grants. She advised that University's financial position, cash reserves, and key financial accountability rations had improved, with spendable reserves now exceeding the institutional target.

The Board of Governors accepted the recommendation of the Audit and Finance Committee to approve the Audited Financial Statements for the

Board of Governors Report to Senate – October 2026

year ended April 30, 2026, including the transfer to internally restricted net assets and endowments, as presented.

The next Committee Day is October 26, 2026, and includes all standing committees of the Board.

The next Board meeting is on December 3, 2026.

Report to Academic Senate

Meeting: Council of Ontario Universities (COU) Academic Colleagues
Date: August 25-26, 2026
Format: Zoom Videoconference
Submitted by: Aaron Kociolek, Academic Colleague Alternate

Note: *Discussions at this meeting were conducted under Chatham House principles; therefore, this report summarizes key themes and insights without attributing comments to specific individuals or institutions.*

Meeting Overview

The Council of Ontario Universities Academic Colleagues met virtually on August 25 and 26, 2026. Agenda items included: (1) Presentation from Amanda Demmer, Executive Director, Community-Based Research (CBR) Canada; (2) COU updates provided by Kathryn White, Corporate Secretary and Senior Policy Advisor (3) A follow-up conversation on how the Academic Colleagues can best contribute to the issue of AI in higher education; (4) information sharing among the member institutions, and (5) a discussion on topics for future meetings

Key Discussion Themes

1. A Conversation with Amanda Demmer, Community-Based Research Canada

Amanda Demmer, Executive Director, Community-Based Research (CBR) Canada, joined the meeting to provide an overview of CBR in general and the activities of CBR Canada. Highlights of the presentation and discussion were as follows:

- CBR is a collaborative approach to research that equitably involves those whose lives are affected by the issue being studied in all phases of the research, for the purpose of driving positive social change. The researcher is not at arm's length from the project and subjects; it is community-driven, participatory and action-oriented.
- Rigour, use, relevance and trust are required elements for research to create change.
- In the university context, CBR can lead to more relevant research, stronger partnerships, and greater impact, thereby helping to ensure research makes its way into practice.
- Academic Colleagues shared examples of successful CBR projects from their respective institutions, which were enabled by flexible timelines, allowing for longer-term involvement of students, relationship brokers with communities, and support from leadership.
- The Colleagues identified a number of barriers to CBR, notably that the research system is built around projects while CBR requires a focus on relationships. Other structural barriers include the timelines allocated to research, silo-ing across

universities, and limited recognition through traditional peer-reviewed processes. It was also noted that CBR may be more suitable for qualitative research than quantitative research, and that researchers and communities may have differing definitions of success.
- There is a need to reconcile the goal of CBR to create positive social change with universities' wish to be non-partisan and neutral bodies.
- It was suggested that CBR Canada may wish to consider the development of guidelines on writing about research impact and ways to connect faculty members with its networks.

2. COU Updates

Corporate Secretary and Senior Policy Advisor Kathryn White delivered an update on priority issues and activities for COU:

- Ongoing research advocacy, including efforts to seek opportunities to leverage federal research funding with provincial matching, and the development of a Commercialization Metrics Sector Working Group by the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) with representation from universities, colleges, IP Ontario and government.
- Current opportunities for capital investment, such as the federal Build Communities Strong Fund, which has Direct Delivery and Provincial streams.
- Opportunities for universities to engage in defence industrial strategy and defence innovation – priority areas of the federal and provincial governments in the shifting geopolitical environment. Three federal Defence Innovation Secure Hubs (DISH) have been awarded to date, and COU is working with Universities Canada and the provincial government to identify opportunities for Ontario universities in this sphere.
- The Canada Investment Summit on September 14 and 15, hosted by the federal government in partnership with the Canada Pension Plan Investment Board and the Public Sector Pension Investment Board, to attract investment and advance nation-building projects.

3. Follow-up on AI – Potential Next Steps

Following the May release of the COU AI Task Force Report and the Colleagues' April presentation on AI to the COU Members, the Academic Colleagues had an opportunity to continue the discussion about their potential engagement in the sector's adaptation of AI. The discussion built on conversations at the May 2026 meeting regarding their potential contributions to the sector's AI efforts.

Dominika Flood, Chief of Staff and Strategic Advisor, COU, joined the meeting and briefed Colleagues on the recently-established COU AI Steering Committee and COU AI Community of Practice.

The following comments and observations were raised during the discussion:

- AI initiatives do not appear to be consistently reaching faculty members, despite AI becoming an integral part of students' learning experiences. There may be a role for the Colleagues to support AI fluency in teaching, learning, and research.
- *The Norton Guide to AI-Aware Teaching* by Annette Vee, Marc Watkins and Derek Bruff was recommended as a resource for faculty members.
- Given limited resources in the sector, it is anticipated that there are productive opportunities for coordination in the AI space, though a key challenge will be creating resources that are not outdated by the time they are finalized.
- Effective use of AI in research could be a valuable area of inquiry for the Colleagues as research represents a significant part of faculty members' roles.
- Interest was expressed in considering the future purpose of universities in an AI-driven world, including how policies and structures are shifting and what human experiences cannot be replaced by AI.
- It was suggested that the Colleagues hear from experts on specific topics and themes under the AI umbrella before identifying initiatives and deliverables.

4. Information Sharing

Academic Colleagues shared updates on key priorities and initiatives at their respective institutions. Key themes that emerged across institutions included: fractures within campus communities as related to geopolitical strife, significant turn-over in senior administrative roles, implementation of budget models, program restructuring, and austerity including slower faculty growth.

5. Future Topics and Meetings

Several topics were suggested for future discussions. For the October Members' Meeting, the Colleagues will seek feedback from Executive Heads on the preferred discussion topic.

Upcoming Academic Colleagues meetings are scheduled for:

- Thursday, October 22, 2026
- Friday, October 23, 2026

NIPISSING UNIVERSITY STUDENT UNION
NUSU
NUSU Student Centre
221 College Drive, North Bay, ON. P1B 0G1
Telephone: (705) 474-3450 ext. 4801
Website: www.nusu.com

NUSU Academic Senate Report: November 2026

NUSU By-Elections & Governance Updates:
NUSU has officially concluded its fall by-elections for our Board of Directors. We are pleased to announce four new additions to our Board:

- Alli Cloutier
- Joseph Beauchamp
- Sam Dojcsak
- Aleena Danylenko

Following the by-election results, our Board of Directors is nearly at full capacity, leaving only one vacant position remaining.

Student Senators:
As a reminder to Senate, the following undergraduate students continue to serve as your elected Student Senators following the general election:

- Undergraduate Arts & Science Representative: Dakota Lamirande
- Undergraduate Education & Professional Studies Representative: Hilda Konadu

During the recent by-elections, no candidates ran for the Graduate Studies Senator seat, leaving the position currently vacant.

Events:

- Academic Week was held at the end of September. We would like to extend our sincere thanks to all of the departments that collaborated on programming and contributed to the resource fair.
- Diwali Celebration: Planning is actively underway for our Diwali celebration on November 14th. By the time Senate convenes, the event will have taken place, and we would like to extend our sincere gratitude to all students, staff, and faculty who joined us to celebrate the festival of lights.
- Wellness Week: Looking ahead, NUSU will be hosting Wellness Week in mid-to-late November. This initiative is designed to provide dedicated wellness support, resources, and programming to assist students as they navigate the demanding final weeks of the semester.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

October 8, 2026

A meeting of the Senate Executive Committee was held in person and via Teams conference on October 8, 2026.

The following members participated:
K. Wamsley (Chair), A. Douai, B. Law, N. Colborne, G. Raymer, D. Iafrate, K. Srigley, G. Phillips, A. Blaszczyk (University Secretary, non-voting), S. Landriault (Secretary to the Senate, non-voting)

Regrets: J. Allison, K. Lucas, J. Martin

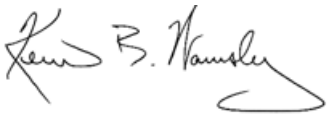
The Senate Executive Committee met on October 8, 2026, to approve the agenda for the October 23, 2026, Senate meeting. As no substantive items had been received for consideration, the Committee determined that the October Senate meeting should be cancelled.

Moved by G. Raymer, seconded by D. Iafrate that the October 23, 2026, Senate meeting be cancelled.
CARRIED (Unanimous)

The Speaker provided an update on the Senate Effectiveness Survey and advised that the survey would be distributed by email to current and former Senators on October 9, 2026.

The next meeting of Senate is scheduled for Friday, November 27, 2026, at 2:30 p.m.

Respectfully submitted,



Dr. Kevin Wamsley
Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated October 8, 2026.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

(Electronic Meeting)

October 13, 2026

There was an electronic meeting of the Senate Executive Committee on October 9, 2026.

The following members participated:
K. Wamsley (Chair), A. Douai, B. Law, N. Colborne, G. Raymer, D. Iafrate, G. Phillips, K. Srigley, K. Lucas, J. Allison, J. Martin

S. Landriault (Recording Secretary, non-voting)

The purpose of the meeting was to consider and approve the Report of Graduation Applicants dated October 7, 2026.

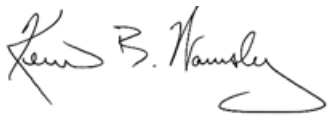
The following motions were approved:

Motion 1: Moved by N. Colborne, seconded by K. Srigley that Senate consider receipt of the Report on Graduation Applicants dated October 7, 2026.
CARRIED

Motion 2: Moved by N. Colborne, seconded by K. Srigley that Senate receive the Report on Graduation Applicants dated October 7, 2026.
CARRIED

Motion 3: Moved by N. Colborne, seconded by K. Srigley that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated October 7, 2026.
CARRIED

Respectfully submitted,



Dr. Kevin Wamsley
Chair, Senate Executive Committee

MOTION 1: That Senate receive the Report of the Senate Executive Committee dated October 13, 2026.

NIPISSING UNIVERSITY

REPORT OF THE SENATE EXECUTIVE COMMITTEE

November 12, 2026

A meeting of the Senate Executive Committee took place in person on November 12, 2026.

The following members participated:
K. Wamsley (Chair), A. Douai, B. Law, N. Colborne, G. Raymer, D. Iafrate, K. Srigley, G. Phillips, J. Allison, K. Lucas, A. Blaszczyk (University Secretary, non-voting), S. Landriault (Secretary to the Senate, non-voting)

Regrets: J. Martin

The meeting was convened to set the agenda for the November 27, 2026 Senate meeting.

Reports from the Academic Curriculum Committee (ACC), Academic Quality Assurance and Planning Committee (AQAPC), By-laws and Elections Committee, Graduate Studies Committee, and the Senate Research Committee were received and included in the Senate agenda.

Members discussed the proposal to suspend admission to the Philosophy program. The wording of the motion was discussed, with members agreeing that the decision rests with the Provost, while Senate's role is to receive information, provide consultation, and make its views known.
Members emphasized the importance of following established procedure and ensuring Senate has an opportunity to discuss the proposal, provide advice, and formally express support or dissent. It was noted that maintaining a record of Senate's views is important, particularly as the decision must also be reported to the Board of Governors.

Members discussed proposed changes to the membership of AQAPC and the Teaching and Learning Committee (TLC), and a request that committee composition be reviewed as part of the broader Governance Review process.

The Speaker advised that the Senate By-laws and Elections Committee had a thorough discussion and recommended proceeding with the membership revisions rather than delaying them. The committee agreed that the proposed changes should move forward, with a more comprehensive review of committee membership to take place through the Governance Review process.

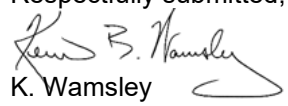
Members expressed concern about ongoing vacancies on Senate Standing Committees and the challenges these create for committee operations and quorum. AQAPC currently has several vacant faculty Senator positions and was recently unable to elect a Vice-Chair due to the absence of faculty Senators on the committee. The committee also discussed the increasing size of committees and the need to consider committee structure more broadly through the Governance Review.

The following elections will be included in the Senate agenda:

- Elect two (2) faculty Senate representatives to serve on the Senate Budget Advisory Committee for three (3) year terms effective now to June 30, 2029.
- Elect one (1) faculty Senate representatives to serve on the Joint Committee of the Board and Senate on Governance for a three (3) year term effective now to June 30, 2029.
- Elect one (1) faculty Senate representative to serve on the Board of Governors for a three (3) year term effective now to June 30, 2029.

The Senate Executive Committee approved the November 27, 2026, Senate agenda.
CARRIED

Respectfully submitted,



K. Wamsley
Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated November 12, 2026.

Report of the
Academic Curriculum Committee (ACC)

October 29, 2026

Members Present:

Aziz Douai	Nathan Colborne	Dan Walters (AVPRIGS's Designate)
Graydon Raymer	Nancy Black	Trevor Holmes
Debra Iafrate	Kurt Clausen	Amber McCarthy
Blaine Hatt	Toivo Koivukoski	Prasad Ravi
Hilda Konadu	Logan Lloyd	

Regrets: Dakota Lamirande, Aaron Kociolek, Roxana Vernescu

Guests: Kristen Ferguson, Beth Holden, April James, Alex Karassev

Recording Secretary: Jane Hughes

The Academic Curriculum Committee reviewed and discussed proposed changes from the Faculty of Arts and Science and the Faculty of Education and Professional Studies. The outcomes of those discussions are reflected in the following recommendations to Senate.

Respectfully submitted,



Aziz Douai, PhD
Provost and Vice President, Academic

Motion 1: That Senate receive the Report of the ACC, dated October 29, 2026.

1. Faculty of Arts & Science

Biology, Chemistry, Geography – Proposal FAS-2627-00104

Motion 2: That Senate approve the Degree Requirements for the Bachelor of Community Planning (Honours) and for the Bachelor of Community Planning as outlined in the proposal.

Motion 3: That Senate approve the Progression Requirements for the Bachelor of Community Planning (Honours) and for the Bachelor of Community Planning as outlined in the proposal.

Motion 4: That Senate approve the Community Planning program be added to Group IV Professional Disciplines of the Breadth Requirement Groups in the Academic Calendar.

Motion 5: That Senate approve that Motions 6 through 29 be approved as an omnibus motion.

Motion 6: That Senate approve the creation of PLAN 1006 Planning: The Big Picture.

Motion 7: That Senate approve the creation of PLAN 1106 Planning Governance and Administration.

Motion 8: That Senate approve the creation of PLAN 1206 How Plans Are Made (Processes, Stages, and Strategies).

Motion 9: That Senate approve the creation of PLAN 1306 Professional Communication.

Motion 10: That Senate approve the creation of PLAN 1406 Planning for People: Planning and Social Justice.

Motion 11: That Senate approve the creation of PLAN 1507 Community Design I.

Motion 12: That Senate approve the creation of PLAN 2006 Planning for Climate Change.

Motion 13: That Senate approve the creation of PLAN 2106 Ecology and Conservation for Planning.

Motion 14: That Senate approve the creation of PLAN 2206 Data Management and Knowledge Integration.

Motion 15: That Senate approve the creation of PLAN 2306 Transportation and Housing.

Motion 16: That Senate approve the creation of PLAN 2406 Tools for Public Participation.

Motion 17: That Senate approve the creation of PLAN 2507 Community Design II.

Motion 18: That Senate approve the creation of PLAN 3006 Municipal Finance for Planners.

Motion 19: That Senate approve the creation of PLAN 3106 Planning Law.

Motion 20: That Senate approve the creation of PLAN 3206 Conflict Resolution in Planning.

Motion 21: That Senate approve the creation of PLAN 3306 Planning in Relationship with Indigenous Communities.

Motion 22: That Senate approve the creation of PLAN 3507 Community Planning – Studio I.

Motion 23: That Senate approve the creation of PLAN 3906 Special Topics in Planning I.

Motion 24: That Senate approve the creation of PLAN 4006 Tribunals in Planning.

Motion 25: That Senate approve the creation of PLAN 4106 Ethical Planning.

Motion 26: That Senate approve the creation of PLAN 4206 Plan Evaluation.

Motion 27: That Senate approve the creation of PLAN 4507 Advanced Community Planning – Studio II.

Motion 28: That Senate approve the creation of PLAN 4807 Planning Internship.

Motion 29: That Senate approve the creation of PLAN 4906 Special Topics in Planning II.

Biology, Chemistry, Geography –Proposal FAS-2627-00101

Motion 30: That Senate approve the addition of a new course GEOG 3326: “Geography of Sport” to the Geography curriculum as outlined.

Computer Science and Mathematics – Proposal FAS-2627-00103

Non-Substantive
That the prerequisites for MATH 5036 Measure Theory be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5066 General Topology be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5067 Introduction to Algebraic Topology be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5086 Functional Analysis be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5237 Computational Topology be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5246 Optimization be changed as outlined.

Non-Substantive
That the prerequisites for MATH 5256 Graph Theory be changed as outlined.

Computer Science and Mathematics – Proposal FAS-2526-00091

Motion 31: That Senate approve that a new stream in Mathematics program, titled “Mathematical Reasoning for the Digital Age” be created.

Motion 32: That Senate approve the approval of the restrictions in the Academic Calendar description of MATH 1070 Fundamental Concepts of Mathematics for Teachers be changed as outlined in the proposal.

Liberal Science - Proposal FAS-2526-00100

Motion 33: That Senate approve one minor be deleted from the requirements for the Liberal Science degree.

Motion 34: That Senate approve an additional 18 credits of science (no more than 6 at the 1000 level) be added to the requirements for the Liberal Science degree.

Motion 35: That Senate approve that Motions 36 through 39 be approved as an omnibus motion.

Motion 36: That Senate approve PHIL 2506 ‘Thinking Clearly’ and PHIL 2507 ‘Bullshit, Bias, and Propaganda: Reasoning about the Irrational’ be removed as program requirements for the Liberal Science degree.

Motion 37: That Senate approve PHIL 2516 ‘Bio-Ethics’ OR PHIL 2717 ‘Environmental Ethics’, OR PHIL 2816 ‘Digital Ethics’ be added as a program requirement for the Liberal Science degree.

Motion 38: That Senate approve that an additional 3-credit course be added to the list of electives (from 18 to 21) as a program requirement for the Liberal Science degree.

Motion 39: That Senate approve the degree “BSc Liberal Science” be renamed “BSc General Science”.

2. Faculty of Education & Professional Studies

Schulich School of Education – Proposal EPS-2627-00105

Motion 40: That Senate approve that Motions 41 through 122 be approved as an omnibus motion.

Motion 41: That Senate approve the course EDUC 4006, Civics and Politics for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 42: That Senate approve the course EDUC 4007, Business Studies for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 43: That Senate approve the course EDUC 4016, English for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 44: That Senate approve the course EDUC 4017, French as a Second Language for the Primary, Junior, and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 45: That Senate approve the course EDUC 4026, Geography for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 46: That Senate approve the course EDUC 4027, Health and Physical Education for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 47: That Senate approve the course EDUC 4046, History for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 48: That Senate approve the course EDUC 4047, Mathematics for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 49: That Senate approve the course EDUC 4056, Instrumental Music for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 50: That Senate approve the course EDUC 4057, Visual Arts for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 51: That Senate approve the course EDUC 4066, First Nations, Métis, and Inuit Studies for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 52: That Senate approve the course EDUC 4067, Anishnaabemwin as a Second Language for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 53: That Senate approve the course EDUC 4076, Science for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 54: That Senate approve the course EDUC 4077, Environmental and Climate Education for Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 55: That Senate approve the course EDUC 4106, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 56: That Senate approve the course EDUC 4107, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 57: That Senate approve the course EDUC 4126, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 58: That Senate approve the course EDUC 4127, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 59: That Senate approve the course EDUC 4136, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 60: That Senate approve the course EDUC 4137, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 61: That Senate approve the course EDUC 4143, Teaching Across the Curriculum, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 62: That Senate approve the course EDUC 4153, Digital Learning and Critical Practice, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 63: That Senate approve the course EDUC 4173, Building Learning Communities for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 64: That Senate approve the course EDUC 4174, Building Learning Communities for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 65: That Senate approve the course EDUC 4183, Building Learning Communities for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 66: That Senate approve the course EDUC 4184, Equity, Diversity, and Inclusion in Professional Practice, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 67: That Senate approve the course EDUC 4193, Healthy Learners, Healthy Schools for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 68: That Senate approve the course EDUC 4194, Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 69: That Senate approve the course EDUC 4213, Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 70: That Senate approve the course EDUC 4223, Special Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 71: That Senate approve the course EDUC 4233, Special Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 72: That Senate approve the course EDUC 4243, Special Education for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 73: That Senate approve the course EDUC 4253, Legal, Historical, and Philosophical Foundations of Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 74: That Senate approve the course EDUC 4263, Anishinaabe Ways of Knowing, Being and Learning in Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 75: That Senate approve the course EDUC 4393, Practicum I, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 76: That Senate approve the course EDUC 4394, Practicum II, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 77: That Senate approve the course EDUC 4503, Mathematics for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 78: That Senate approve the course EDUC 4507, Mathematics for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 79: That Senate approve the course EDUC 4513, Language and Literacies for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 80: That Senate approve the course EDUC 4514, Language and Literacies for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 81: That Senate approve the course EDUC 4526, Mathematics for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 82: That Senate approve the course EDUC 4533, Language and Literacies for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 83: That Senate approve the course EDUC 4543, Science, Technology, and Environmental Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 84: That Senate approve the course EDUC 4544, Science, Technology, and Environmental Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 85: That Senate approve the course EDUC 4553, Health and Physical Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 86: That Senate approve the course EDUC 4554, Health and Physical Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 87: That Senate approve the course EDUC 4563, Social Studies for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 88: That Senate approve the course EDUC 4564, Social Studies for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 89: That Senate approve the course EDUC 4573, Visual Arts for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 90: That Senate approve the course EDUC 4574, Visual Arts for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 91: That Senate approve the course EDUC 4583, Music for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 92: That Senate approve the course EDUC 4584, Music for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 93: That Senate approve the course EDUC 4593, Drama and Dance for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 94: That Senate approve the course EDUC 4594, Drama and Dance for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 95: That Senate approve the course EDUC 4606, Social Sciences for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 96: That Senate approve the course EDUC 4607, Business Studies for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 97: That Senate approve the course EDUC 4616, English for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 98: That Senate approve the course EDUC 4617, French as a Second Language for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 99: That Senate approve the course EDUC 4626, Geography for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 100: That Senate approve the course EDUC 4627, Health and Physical Education for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 101: That Senate approve the course EDUC 4646, History for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 102: That Senate approve the course EDUC 4647, Mathematics for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 103: That Senate approve the course EDUC 4656, Instrumental Music for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 104: That Senate approve the course EDUC 4657, Visual Arts for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 105: That Senate approve the course EDUC 4666, First Nations, Métis, and Inuit Studies for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 106: That Senate approve the course EDUC 4667, Biology for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 107: That Senate approve the course EDUC 4676, Chemistry for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 108: That Senate approve the course EDUC 4677, Physics for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 109: That Senate approve the course EDUC 4703, Teaching with Children's Literature, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 110: That Senate approve the course EDUC 4704, Educating Young Children, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 111: That Senate approve the course EDUC 4723, Understanding and Supporting Learners with Exceptionalities, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 112: That Senate approve the course EDUC 4724, Environmental and Sustainability Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 113: That Senate approve the course EDUC 4733, Critical and Creative Use of Educational Technology, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 114: That Senate approve the course EDUC 4734, Teaching in Ontario Catholic Schools, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 115: That Senate approve the course EDUC 4743, International Teaching, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 116: That Senate approve the course EDUC 4744, Media Arts, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 117: That Senate approve the course EDUC 4753, Outdoor Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 118: That Senate approve the course EDUC 4754, Philosophy, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 119: That Senate approve the course EDUC 4763, Social Justice and Equity, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 120: That Senate approve the course EDUC 4764, Imagination Creativity Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 121: That Senate approve the course EDUC 4773, STEAM Education: Science, Technology, Engineering, Arts, and Mathematics, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 122: That Senate approve the course EDUC 4786, Teaching in French Immersion, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

Motion 123: That Senate approve the Academic Standing and Progression Regulation be changed as outlined and in line with the Major Modification Proposal.

Motion 124: That Senate approve the Bachelor of Education Degree Requirements be changed as outlined and in line with the Major Modification Proposal.

Motion 125: That Senate approve the Bachelor of Education Program Requirements be changed as outlined and in line with the Major Modification Proposal.

FAS-2627-00104

NIPISSING UNIVERSITY

Curriculum Change Submission Template

Instructions

- Please complete this document in its entirety prior to submitting to the Curriculum Approval Process
- All Curriculum Change submissions require a curriculum map
- Faculty must consult with the Centre for Teaching and Learning prior to submitting Curriculum Change Requests
- Please delete the "Supplemental Documentation" section if your submission has none.

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NIPISSING UNIVERSITY

Motion and Rationale

Motion 1: That ARCC recommend to Arts & Science Executive the Degree Requirements for the Bachelor of Community Planning (Honours) and for the Bachelor of Community Planning as outlined in the below proposal.

Rationale: Degree requirements are necessary for every program. The following are consistent with degree requirements in other professional programs at Nipissing.

Degree Requirements

Bachelor of Community Planning (Honours)

To graduate with a Bachelor of Community Planning (Honours), students must:

a) Complete 120 credits that satisfy the stated requirements for the degree with a minimum overall average of 60%;
b) Achieve a minimum program average of 70%;
c) Not exceed a maximum of 48 credits at the 1000 level;
d) Complete the program within seven (7) years of the original date of admission.

Bachelor of Community Planning

To graduate with a Bachelor of Community Planning, students must:

a) Complete 120 credits that satisfy the stated requirements for the degree with a minimum overall average of 60%;
b) Achieve a minimum program average of 60%;
c) Not exceed a maximum of 48 credits at the 1000 level;
d) Complete the program within seven (7) years of the original date of admission.

Motion 2: That ARCC recommend to Arts & Science Executive the Progression Requirements for the Bachelor of Community Planning (Honours) and for the Bachelor of Community Planning as outlined in the below proposal.

Rationale: Progression requirements are necessary for every program. The following are consistent with progression requirements in other professional programs at Nipissing.

Progression Requirements

Bachelor Degree (Four-year)

BCP

In order to progress in a program and to graduate from the degree, students must achieve a minimum cumulative average of 60% and a minimum program average of 60%.

Honours Bachelor Degree

BCP

In order to graduate from an Honours degree, students must achieve a minimum cumulative average of 60% and minimum program average of 70%. Students in an Honours Bachelor of Community Planning may not progress into the fourth year if they do not have a 70% average in their honours program.

Motion 3: That ARCC recommend to Arts & Science Executive that the Community Planning program be added to Group IV Professional Disciplines of the Breadth Requirement Groups in the Academic Calendar.

Rationale: Community Planning is a professional discipline for the purpose of ensuring breadth in an undergraduate education.

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New Course Template- PLAN 1006 Planning: The Big Picture

MOTION 4: That ARCC recommend the creation of PLAN 1006 Planning: The Big Picture to A&S Executive

JUSTIFICATION (Rationale):

Planning: The Big Picture is a required 1st year course in the Bachelor of Community Planning program. It provides students with a foundational understanding of the historical, social, environmental, economic, and political contexts that shape communities and planning practice. As an introductory course in the Bachelor of Community Planning, it establishes core knowledge of human settlements, the evolution of planning in Canada and internationally, and the factors that influence community development and change. The course introduces students to planning as a profession and public activity while emphasizing northern, rural, Indigenous, and resource-based community contexts that are central to the program's identity. By providing a broad conceptual framework for understanding planning theory, settlement patterns, and community change, the course prepares students for more specialized study in planning methods, governance, law, design, sustainability, and professional practice throughout the remainder of the program.

Course Code	PLAN 1006
Course Title:	Planning: The Big Picture
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students consider the history of settlement and development of Planning in Canada and view contemporary Planning in the global geopolitical context. Students focus on communities in a northern context including the history and workings of First Nation treaties and the influence of resource extractive industries. Students consider how factors such as economic activity, climate and environmental change, demographic change influence community planning and development.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

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Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2027-2028 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed? <u>If so, with what department?</u>	¨ Yes ☑ No

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	If yes, please written support from all departments/disciplines whose programs are affected by this proposal.
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Describe the historical development of human settlements and community planning in Canada and selected international contexts. - Explain how environmental, economic, social, political, demographic, and technological factors influence the development and change of communities. - Compare planning challenges and opportunities across different geographic scales, including local, regional, national, and global contexts. - Describe the evolution of planning as a governmental function, professional practice, and social reform movement, including the role of Indigenous Peoples, treaties, and relationships to land in Canada. - Explain major planning theories, principles, and approaches that have shaped contemporary planning practice. - Apply lessons from historical and contemporary planning examples to identify considerations relevant to future community planning and development decisions.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	Planning: The Big Picture is a foundational course that introduces students to the historical, social, environmental, economic, and political dimensions of community planning. As an introductory course, it establishes core concepts and perspectives that are developed and applied throughout the Bachelor of Community Planning program.

	The course contributes directly to Program Learning Outcome 1 by providing students with an understanding of the historical development of planning, the evolution of human settlements, and the influence of planning decisions on society and culture. Through examination of Canadian and international planning traditions, students develop an appreciation of how historical planning practices continue to shape contemporary communities. The course contributes to Program Learning Outcome 3 by introducing Indigenous perspectives, the history and significance of treaties, and the impacts of historical land use and settlement patterns on Indigenous communities. Students begin to understand the importance of Indigenous knowledge, relationships to land, and reconciliation within planning practice. The course supports Program Learning Outcome 2 by introducing the theories, principles, and approaches that underpin contemporary planning practice. Students explore how planning responds to social, economic, environmental, and cultural challenges and develop an understanding of planning as a profession committed to serving the public interest. The course contributes to Program Learning Outcome 5 through examination of the relationships among environmental change, demographic change, economic activity, resource development, and community sustainability. Students develop an understanding of the interconnected ecological, social, and economic factors that influence planning and development, particularly in northern, rural, and resource-based communities. The course also supports Program Learning Outcome 6 by introducing planning as a governmental and public-policy activity. Students are exposed to the institutional and historical contexts within which planning decisions are made, preparing them for more advanced study of governance, law, policy development, and implementation in later courses. Overall, *Planning: The Big Picture* establishes the historical, theoretical, geographic, and contextual foundations upon which students build the professional knowledge and competencies required throughout the remainder of the program.
Who amongst your current faculty has the competencies to teach this course?	No one

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	Planning: The Big Picture contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by introducing students to diverse historical and contemporary perspectives on community development and planning. The course examines the experiences of Indigenous Peoples, the history and ongoing significance of treaties, and the impacts of planning decisions on communities and cultures, helping students understand the importance of respectful and inclusive planning practices. Through its focus on northern, rural, and resource-based communities, the course encourages students to consider diverse community contexts and needs. The course also promotes sustainability by exploring the relationships among environmental change, economic activity, demographic change, and community development, providing students with a foundation for understanding sustainable planning in contemporary society.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template- PLAN 1106 Planning Governance and Administration

MOTION 5: That ARCC recommend the creation of PLAN 1106 Planning Governance and Administration to A&S Executive

JUSTIFICATION (Rationale):

Planning Governance and Administration is a required course in the Bachelor of Community Planning program. It provides students with a foundational understanding of the institutional, legal, financial, and administrative contexts within which planning is practiced in Canada. The course introduces the governance structures, public organizations, and planning instruments that influence community development and policy implementation. As a core foundational course in the Bachelor of Community Planning, it prepares students for more advanced study of planning law, municipal finance, public participation, policy development, and professional planning practice. The course supports the program's goal of preparing graduates who understand not only what planning seeks to achieve, but also how planning decisions are made, implemented, and governed within public institutions.

Course Code	PLAN 1106

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Course Title:	Planning Governance and Administration
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine the practice of planning, the roles of planning professionals, and how planning is carried out in municipalities and communities of various sizes in Canada. Students explore how municipalities function from legal, financial, administrative, and governance perspectives, and how planning decisions are made within broader public policy frameworks. Students consider municipal plans, regulatory tools, public institutions, and decision-making processes that shape community development and guide land use and infrastructure planning.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknow	¨ Yes ☑ No

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Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2027-28 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed<u>? If so, with what department?</u>	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
<u>Program Implications:</u> <u>*Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*</u>	<u>Course is required for Community Planning students</u>

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Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Describe the roles and responsibilities of planning professionals, municipal governments, and other institutions involved in planning and development. - Explain the legal, political, administrative, and financial frameworks within which planning decisions are made in Canada. - Describe the purpose and function of key planning instruments, policies, and regulatory tools used by municipalities. - Explain how municipal governance structures, public administration, and financial considerations influence community planning outcomes. - Apply planning concepts and principles to analyze municipal planning issues and decision-making processes. - Compare how planning systems and governance structures operate across different types and sizes of Canadian communities.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 6 by introducing students to the legislative, regulatory, governance, and policy frameworks that shape planning practice in Canada. Students

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	develop foundational knowledge of municipal decision-making, planning instruments, public finance, and policy implementation. The course also supports Program Learning Outcome 2 by introducing the theories, principles, and institutional structures that guide planning practice. Through examination of planning governance and administration, students develop an understanding of how planning decisions are made, implemented, and evaluated within the public sector. In addition, the course contributes to Program Learning Outcome 5 by examining how governance, finance, and public policy influence land use, infrastructure, and community development decisions in municipalities and communities of varying sizes.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by examining how public institutions, governance systems, and planning processes affect diverse communities and populations. Students consider the roles of municipal, provincial, and Indigenous governments in planning and decision-making and explore how planning policies and governance structures can support equitable and sustainable community development. Through discussion of public accountability, representation, and the public interest, students develop an understanding of inclusive approaches to planning practice.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

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New Course Template - PLAN 1206 How Plans Are Made

MOTION 6: That ARCC recommend the creation of PLAN 1206 How Plans Are Made (Processes, Stages, and Strategies) to A&S Executive

JUSTIFICATION (Rationale):

How Plans Are Made (Processes, Stages, and Strategies) provides students with a foundational understanding of the processes used to develop plans and policies in planning practice. The course introduces the sequence of activities through which planning problems are identified, goals are established, alternatives are developed, and decisions are implemented and evaluated. As a core foundational course in the Bachelor of Community Planning, it bridges planning theory and practice by providing students with a structured understanding of how planning occurs in professional settings. The course prepares students for more advanced study in public participation, governance, planning law, policy development, plan evaluation, and studio-based planning courses throughout the program.

Course Code	PLAN 1206
Course Title:	**How Plans Are Made (Processes, Stages, and Strategies)**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine the "how" of planning by exploring the processes, stages, and strategies used to guide planning and policy development. Students explore the planning cycle, including problem definition, environmental scanning, visioning, goal and objective setting, option development, plan selection, implementation, monitoring, and evaluation. Students consider how planning theories, evidence, public priorities, and changing community conditions influence planning decisions and learn how planners develop and assess alternative courses of action to achieve community goals.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students

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Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2027-28 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____

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For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.	Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Describe major planning theories, principles, and approaches that inform contemporary planning practice. - Explain the stages of the planning process, including problem definition, visioning, goal-setting, option development, implementation, and evaluation. - Apply structured planning processes to analyze community issues and identify appropriate planning responses. - Develop planning goals, objectives, and alternative courses of action for addressing community challenges. - Compare planning options using relevant criteria and explain factors that influence planning decisions and outcomes.

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	- Describe the role of monitoring, evaluation, and continuous improvement in effective planning practice.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by introducing students to the theories, principles, and processes that guide planning and policy development. Students learn how planners identify problems, establish goals, develop alternatives, and make reasoned recommendations based on evidence and planning objectives. The course supports Program Learning Outcome 5 by examining how planning processes are used to address environmental, social, economic, and community development challenges. Students learn how planners assess options and develop strategies that contribute to sustainable community outcomes. The course also contributes to Program Learning Outcome 6 through its examination of implementation, monitoring, and evaluation processes that support the development and application of planning policies and plans. Students gain an understanding of how planning decisions are translated into action and assessed over time. In addition, the course establishes foundational skills that support later study in public participation, planning law, governance, municipal finance, plan evaluation, and studio-based planning practice.
Who amongst your current faculty has the competencies to teach this course?	No one

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by introducing students to planning processes that recognize diverse perspectives, community interests, and ways of knowing. Students examine how planning decisions are shaped by stakeholder input, public values, and changing community needs and consider the importance of inclusive engagement and equitable decision-making. Sustainability is embedded through the exploration of planning processes that balance social, economic, environmental, and cultural considerations when developing and evaluating planning alternatives.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 1306 Professional Communication

MOTION 7: That ARCC recommend the creation of PLAN 1306 Professional Communication to A&S Executive

JUSTIFICATION (Rationale):

Professional Communication provides students with the written, oral, visual, and digital communication skills required for effective professional practice in planning and related fields. Professional planners must communicate complex information to a wide range of audiences, including colleagues, government officials, clients, community organizations, Indigenous communities, and the public. As a foundational course within the Bachelor of Community Planning, this course develops the communication competencies necessary for success in upper-year planning courses, studio projects, public engagement activities, and future professional practice. It ensures that students can communicate planning information clearly, professionally, and effectively in a variety of formats and contexts.

Course Code	PLAN 1306
Course Title:	Professional Communication
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other

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Course Description: ***Restricted to 50-75 words, student-focused, present tense and active voice)***	Students examine strategies, methods, and tools for effective professional communication in planning and environmental fields. Students develop oral, written, visual, and digital communication skills required for professional practice. Students engage in report writing, briefing notes, professional correspondence, presentations, public-facing communication, and interaction with traditional and social media. Students develop the ability to communicate complex information clearly and effectively to professional, governmental, community, and public audiences in a variety of planning contexts.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: ***For example, "This course is restricted to BPHE students".***	This course is restricted to Community Planning students
Is this a Topic Course? ***Topic courses are courses that students can take more than once for credit.***	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoi	¨ Yes ☑ No

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Outline the department's plan for offering this course. ***For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.***	This course will be offered annually by the Community Planning program beginning in the 2027-28 academic year.
List the total hours and the weekly breakdown of hours by instructional method. **Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.** ***For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.***	Total Hours: _____36_____ Breakdown of hours per week Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: ***Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?***	Course is required for Community Planning students

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Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes ***(6-8 points, visible, measurable and in active voice)*** **For detailed information on Learning Outcomes, please consult the Quality Assurance website.**	Students who successfully complete this course will: - Produce clear, concise, and professional written communications appropriate for planning and environmental audiences, including reports, memoranda, briefing notes, and correspondence. - Deliver effective oral presentations and communicate planning information to professional, community, and public audiences. - Apply principles of audience analysis and communication design to select appropriate communication strategies for different planning contexts. - Create and interpret visual and graphic communication materials that support the presentation of planning information and recommendations. - Demonstrate professional communication practices when interacting with colleagues, clients, government officials, stakeholders, and members of the public. - Recognize the importance of inclusive, accessible, and respectful communication practices when engaging with diverse communities and audiences.
Will this course have budgetary implications? ***(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)***	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by developing the communication skills required to support planning and

	policy development. Students learn to communicate planning concepts, recommendations, and technical information in formats commonly used in professional practice. The course supports Program Learning Outcome 5 by preparing students to engage stakeholders in reporting, presentations, discussions, and the communication of planning information. Students develop skills that support collaboration, consultation, and public engagement in planning processes. The course also contributes to Program Learning Outcome 6 by helping students communicate planning and policy decisions, explain planning recommendations, and justify planning approaches using evidence and professional reasoning. As a foundational skills course, Professional Communication provides competencies that support success throughout the curriculum, including studio projects, public participation, governance, planning law, and professional practice courses.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by emphasizing communication practices that are respectful, inclusive, accessible, and responsive to diverse audiences. Students explore how communication approaches can influence participation, understanding, and representation within planning processes and learn to communicate with communities that may have differing experiences, perspectives, and needs. The course promotes accessible communication and encourages students to consider how planning information can be presented in ways that support meaningful participation and informed decision-making.

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How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 1406 Planning for People: Planning and Social Justice

MOTION 8: That ARCC recommend the creation of PLAN 1406 Planning for People: Planning and Social Justice to A&S Executive

JUSTIFICATION (Rationale):

Planning for People: Planning and Social Justice provides students with a foundational understanding of the ethical, social, and human dimensions of planning practice. While many planning courses focus on plans, policies, governance, and technical processes, this course focuses on the people and communities affected by planning decisions. Students examine concepts of social justice, equity, diversity, inclusion, human rights, and the public interest and consider how planners navigate competing values and ethical responsibilities. As a core foundational course in the Bachelor of Community Planning, it establishes critical perspectives that inform subsequent study in Indigenous planning, public participation, professional ethics, conflict resolution, and community planning practice. By emphasizing the social purposes and consequences of planning, the course supports the development of reflective and socially responsible planning professionals.

Course Code	PLAN 1406
Course Title:	**Planning for People: Planning and Social Justice**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students explore what constitutes good planning, good planning process, and ethical and moral frameworks informing decision making. Students consider for whom planning has been and currently is conducted, the definition of the Public Interest, diverse and multiple publics, and human rights as it relates to historical and contemporary Community Planning.
Course Prerequisite:	None

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Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2027-28 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____

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	Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain key concepts of equity, diversity, inclusion, social justice, and the public interest as they relate to planning practice. - Describe how historical and contemporary planning decisions have affected different communities, particularly marginalized and underrepresented groups. - Analyze ethical issues and competing values that arise in planning and policy-making contexts. - Evaluate how diverse perspectives, interests, and forms of knowledge influence planning processes and outcomes.

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	- Explain the role of public participation, consultation, and deliberation in promoting inclusive planning decision-making. - Communicate reasoned arguments regarding planning issues using ethical principles, evidence, and concepts from social justice and planning theory.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by introducing students to ethical planning practice and the importance of diversity, equity, inclusion, and human rights in planning and decision-making. Students examine how planning theories, values, and processes influence outcomes for different communities and develop an understanding of the responsibilities of planners in serving the public interest. The course supports Program Learning Outcome 3 by examining the historical and contemporary impacts of planning decisions on Indigenous Peoples and other communities that have experienced exclusion or marginalization. Students consider how planning processes can recognize diverse perspectives and support more equitable outcomes. The course also contributes to Program Learning Outcome 5 by exploring how meaningful stakeholder engagement, inclusion, and public participation contribute to sustainable and resilient communities. Students learn to recognize the

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	importance of diverse perspectives when addressing complex planning challenges. More broadly, the course establishes an ethical and social justice foundation that supports later study in Indigenous planning, public participation, planning law, conflict resolution, and professional practice.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course makes a direct contribution to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability. Students critically examine how planning decisions can create or perpetuate social inequities and explore approaches that promote inclusion, accessibility, and social justice. The course incorporates discussion of Indigenous experiences, rights, and perspectives within planning processes and encourages students to consider how planning can support reconciliation and respectful relationships with Indigenous communities. Through examination of diverse populations, stakeholder interests, and human rights, students develop the knowledge and perspectives required for equitable and inclusive professional practice. Sustainability is addressed through consideration of the social dimensions of sustainable community development and the importance of equitable participation in planning decisions.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

FAS-2627-00104

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New Course Template - PLAN 1507 Community Design I

MOTION 9: That ARCC recommend the creation of PLAN 1507 Community Design I to A&S Executive

JUSTIFICATION (Rationale):

Community Design I provides students with foundational skills in design, visualization, and graphic communication that are essential to contemporary planning practice. Professional planners must be able to interpret, create, and communicate spatial information using a variety of visual and digital tools. This course introduces students to design theory, graphic representation, drafting techniques, and industry-standard software while developing an understanding of how design influences communities and the built environment. As a foundational course in the Bachelor of Community Planning, it establishes the technical and visual communication competencies required for advanced design courses, studio-based learning, and professional planning practice.

Course Code	PLAN 1507
Course Title:	**Community Design I**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students learn design fundamentals for planners, including the principles of design theory, how we interact with community design on a daily basis, and design tools for Planning applications (e.g. Sketch up, AutoCad). Students explore engineering graphics, design, and engineering communication. In addition to a theoretical foundation, students gain practical, project-based experience using industry-standard software. Topics include drafting, descriptive geometry, projections, drawing techniques, dimensioning and annotation, solid modeling, and visualization in engineering applications.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students

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Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2027-28 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____

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For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.	Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain fundamental principles of design theory and their application to community planning and the built environment. - Interpret and create graphical representations used in planning and design, including plans, diagrams, drawings, and visualizations. - Apply drafting, drawing, and visualization techniques to communicate planning and design concepts effectively. - Use industry-standard design and visualization software to produce planning-related graphic materials. - Analyze how design influences the function, appearance, and experience of communities and public spaces. - Communicate planning and design information through appropriate graphic, digital, and visual formats.

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Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members. The course will also require access to studio space.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 4 by providing students with experience using contemporary design and visualization technologies that support planning analysis, communication, and decision-making. Students develop foundational technical skills that can be applied in subsequent planning, design, and studio courses. The course supports Program Learning Outcome 5 by introducing students to the role of design in shaping land use, infrastructure, public spaces, and community development. Students examine how design influences the physical form and functionality of communities and learn to communicate planning ideas visually. The course also contributes to Program Learning Outcome 2 by developing the technical and communication skills required to support planning and policy development. Through visual and graphic communication, students learn how planners communicate ideas, alternatives, and recommendations to a variety of audiences. As a foundational skills course, Community Design I prepares students for more advanced work in community design, scenario development, land-use planning, studio projects, and professional planning practice.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization,	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by encouraging students to consider how design decisions influence the experiences of different users and communities. Through

Indigenous learning and sustainability?	examination of the built environment, students are introduced to principles of accessible and inclusive design and the importance of creating spaces that respond to diverse community needs. The course also supports sustainability by examining how design choices affect land use, infrastructure, resource use, and community development outcomes. Consideration of multiple perspectives on place, landscape, and community provides opportunities to discuss Indigenous and culturally informed approaches to the design of human environments.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 2006 Planning for Climate Change

MOTION 10: That ARCC recommend the creation of PLAN 2006 Planning for Climate Change to A&S Executive

JUSTIFICATION (Rationale):

Planning for Climate Change provides students with foundational knowledge of one of the most significant challenges confronting communities and planning practitioners in the twenty-first century. Climate change affects land use, infrastructure, resource management, public health, economic development, and community resilience, making climate literacy an essential competency for professional planners. The course introduces students to the scientific basis of climate change and examines how planning can contribute to mitigation, adaptation, and resilience-building efforts. As a core course in the Bachelor of Community Planning, it supports the program's emphasis on sustainability, environmental stewardship, and the planning needs of northern, rural, and resource-dependent communities while preparing students for advanced planning studies and professional practice.

Course Code	PLAN 2006
Course Title:	**Planning for Climate Change**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description:	Students examine the fundamental processes governing climate and climate change across both geologic and contemporary time scales.

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Restricted to 50-75 words, student-focused, present tense and active voice)	Students explore the scientific basis of climate change and its implications for communities, infrastructure, ecosystems, and economies. Students evaluate the challenges and opportunities that climate change presents for planning practice. Students give particular attention to climate change mitigation and adaptation strategies, risk reduction, resilience planning, and the role of community planning in supporting sustainable development and long-term environmental stewardship.
Course Prerequisite:	GEOG 1016, GEOG 1017 or ENSC 1007
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdat	¨ Yes ☑ No

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a=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2028-29 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ Breakdown of hours per week Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No

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	If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain the fundamental processes that influence climate and climate change at global, regional, and local scales. - Analyze the environmental, social, and economic impacts of climate change on communities and human settlement patterns. - Interpret climate-related data and identify trends relevant to planning and decision-making. - Assess climate change mitigation and adaptation strategies used in community planning and policy development. - Apply sustainability principles to planning challenges associated with climate change, environmental risk, and community resilience. - Evaluate planning responses to uncertainty, long-term change, and emerging environmental challenges.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 5 by examining the relationships among ecological, social, and economic systems and their importance for sustainable community development. Students develop an understanding of how climate change influences land use, infrastructure, resource management, and community well-being, and they explore planning approaches that support sustainable and resilient communities. The course also supports Program Learning Outcome 2 by introducing students to planning responses to complex environmental challenges

	and by developing their ability to assess alternative approaches to achieving community goals under changing conditions. The course contributes to Program Learning Outcome 4 through the use of climate data, scientific evidence, and analytical approaches that support planning analysis and decision-making. Students learn to interpret information and apply evidence-based approaches to climate-related planning issues. In addition, the course prepares students for more advanced study in land-use planning, transportation and housing, plan evaluation, community design, and studio-based planning courses where sustainability and resilience considerations play an important role.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course makes a significant contribution to the University's commitments to sustainability by examining the causes, impacts, and planning implications of climate change and by exploring strategies that support resilient and sustainable communities. Students consider how environmental change affects different populations and communities in different ways, including northern, rural, remote, and Indigenous communities. The course encourages students to recognize diverse perspectives on environmental stewardship and community resilience while examining how equitable and inclusive planning processes can support adaptation to environmental change. Through consideration of long-term environmental, social, and economic impacts, students develop an appreciation for sustainable decision-making in planning practice.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 2106 Ecology and Conservation

MOTION 11: That ARCC recommend the creation of PLAN 2106 Ecology and Conservation for Planning to A&S Executive

JUSTIFICATION (Rationale):

Ecology and Conservation for Planning provides students with foundational ecological knowledge that supports informed planning and environmental decision-making. Professional planners increasingly address issues related to biodiversity conservation, ecosystem protection, climate change adaptation, resource management, and sustainable development. To do so effectively, planners require an understanding of how natural systems function and how human activities influence ecological processes. This course equips students with the ecological literacy necessary to evaluate environmental considerations in planning contexts and supports the Bachelor of Community Planning's emphasis on sustainability, stewardship, and the planning needs of northern, rural, and resource-based communities.

Course Code	PLAN 2106
Course Title:	**Ecology and Conservation for Planning**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine the relationships between living organisms and their environment and explore the ecological principles that shape natural systems. Students analyze ecosystem structure and function, biodiversity, species interactions, nutrient cycling, ecological resilience, and environmental change. Students evaluate how ecological processes influence land use, conservation, resource management, and community development. Students practice applying ecological knowledge to planning and conservation challenges, supporting sustainable decision-making and responsible stewardship of natural and built environments.
Course Prerequisite:	GEOG 1017 or ENSC 1007
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions:	This course is restricted to Community Planning students

For example, "This course is restricted to BPHE students".	
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2028-29 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6	Total Hours: _____72_____ <u>Breakdown of hours per week</u> Clinical: _____

credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Independent Study: _____ Lecture: _____3/week_____ Lab: _____3/week_____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain fundamental ecological principles, including ecosystem structure, function, biodiversity, and ecological interactions. - Analyze the relationships between ecological processes and human activities, including land use, resource use, and community development. - Interpret ecological information and identify environmental patterns and trends relevant to planning and conservation.

	- Evaluate the potential ecological impacts of development and land-use decisions. - Apply ecological concepts to support conservation, sustainability, and environmental stewardship objectives in planning contexts. - Assess ecological considerations relevant to planning decisions in northern, rural, resource-based, and Indigenous community contexts.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members. A lab instructor will also be required
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 5 by developing students' understanding of the relationships among ecological, social, and economic systems and their importance for sustainable community development. Students gain the ecological knowledge necessary to evaluate the environmental implications of planning and policy decisions and to support sustainable approaches to land use, infrastructure, and resource management. The course supports Program Learning Outcome 2 by providing foundational knowledge that planners require when assessing environmental factors that influence planning decisions and community development. Students learn to integrate ecological considerations into planning analysis and decision-making. The course also contributes to Program Learning Outcome 4 by introducing scientific and evidence-based approaches to understanding environmental systems and evaluating ecological information relevant to planning practice. As a supporting foundation course, Ecology and Conservation for Planning provides essential background for later study in climate

	change planning, transportation and housing, community design, plan evaluation, and studio-based planning applications.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to sustainability by developing students' understanding of ecological systems, biodiversity, conservation, and environmental stewardship. Students examine how ecological processes influence the health and resilience of communities and ecosystems and consider the long-term environmental implications of planning decisions. The course also supports Indigenous learning and decolonization by recognizing that many Indigenous knowledge systems are grounded in relationships among people, land, water, and living systems. Through examination of ecological interconnectedness and stewardship, students develop an appreciation for diverse approaches to understanding and managing natural environments. The course encourages consideration of environmental justice and the equitable distribution of environmental benefits and burdens across communities.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 2206 Data Management and Knowledge Integration

MOTION 12: That ARCC recommend the creation of PLAN 2206 Data Management and Knowledge Integration to A&S Executive

JUSTIFICATION (Rationale):

Data Management and Knowledge Integration provides students with the analytical and research skills required for evidence-based planning practice. Contemporary planning relies on the collection, analysis, interpretation, and communication of data to understand community conditions, evaluate alternatives, and support policy development. This course introduces the statistical concepts, research methods, and digital tools commonly used in planning and related disciplines while developing students' capacity to critically assess and apply evidence. As a core methods course in the Bachelor of Community Planning, it establishes a foundation

for advanced study in GIS, climate change planning, public participation, municipal finance, plan evaluation, and studio-based planning projects. By emphasizing the integration of data, knowledge, and decision-making, the course helps prepare graduates to make informed and defensible planning recommendations.

Course Code	PLAN 2206
Course Title:	Data Management and Knowledge Integration
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: ***Restricted to 50-75 words, student-focused, present tense and active voice)***	Students learn the systematic techniques associated with basic statistical concepts and techniques common across disciplines that support Planning as well as frameworks for problem definition. Students consider data collection and description, formulation and testing of hypotheses, time series analysis, and simple linear regression and correlation methods. Examples focus on applications in Planning. Computer-based tools may include SPSS and an introduction to computer mapping. This course may be credited towards Science.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: ***For example, "This course is restricted to BPHE students".***	This course is restricted to Community Planning students
Is this a Topic Course? ***Topic courses are courses that students can take more than once for credit.***	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU	¨ Yes ☑ No

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Outline the department's plan for offering this course. ***For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.***	This course will be offered annually by the Community Planning program beginning in the 2028-29 academic year.
List the total hours and the weekly breakdown of hours by instructional method. **Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.** ***For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.***	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____

	Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: ***Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?***	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes ***(6-8 points, visible, measurable and in active voice)*** **For detailed information on Learning Outcomes, please consult the Quality Assurance website.**	Students who successfully complete this course will: - Collect, organize, and interpret quantitative and qualitative data relevant to planning and policy questions. - Apply statistical concepts and analytical techniques to investigate planning issues and support evidence-based decision-making. - Use appropriate software and digital tools to manage, analyze, and visualize planning-related data. - Identify patterns, trends, and relationships in datasets and explain their implications for planning practice. - Evaluate the strengths and limitations of data sources, analytical methods, and evidence used in planning research and policy development. - Communicate analytical findings clearly and effectively using tables, graphs, maps, and written interpretation.
Will this course have budgetary implications? ***(e.g. lab consumables, software, experiential learning, CASBU***	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.

contract, library resources, honoraria for elder, travel, etc.)	
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 4 by developing students' ability to use quantitative and technological tools to support planning analysis, policy development, and decision-making. Students gain experience working with statistical software, data management tools, and introductory mapping applications that are commonly used in planning practice. The course supports Program Learning Outcome 2 by developing analytical skills that enable students to combine knowledge, evidence, and technical capacities in planning and policy development. Students learn to gather, analyze, and interpret data in support of sound planning decisions and recommendations. The course also contributes to Program Learning Outcome 5 by providing the analytical foundation required to assess environmental, social, economic, and demographic trends that influence sustainable community development. Students learn to identify patterns and relationships that inform planning responses to community challenges. More broadly, the course establishes essential research and analytical skills that support later study in climate change planning, municipal finance, public participation, plan evaluation, community design, GIS, and studio-based planning courses.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization,	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by encouraging students to critically examine how data are collected, interpreted, and applied in planning decisions. Students consider the opportunities and limitations of quantitative and qualitative evidence and develop an appreciation for the

Indigenous learning and sustainability?	importance of multiple forms of knowledge in understanding community issues. The course supports sustainability by providing analytical tools that can be used to assess environmental, social, and economic conditions and evaluate the impacts of planning decisions. Students are encouraged to recognize that data and evidence should be interpreted within broader social, cultural, ecological, and community contexts.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 2306 Transportation and Housing

MOTION 13: That ARCC recommend the creation of PLAN 2306 Transportation and Housing to A&S Executive

JUSTIFICATION (Rationale):

Transportation and Housing provides students with an introduction to two of the most significant areas of contemporary planning practice. Transportation systems and housing availability influence community development, economic opportunity, environmental sustainability, public health, and quality of life. The course examines the planning tools, policies, and strategies used to address transportation and housing challenges and explores the relationships among mobility, land use, infrastructure, sustainability, and growth management. As a core course in the Bachelor of Community Planning, it develops knowledge and skills that support advanced study in planning policy, community design, sustainability, municipal governance, and studio-based planning practice.

Course Code	PLAN 2306
Course Title:	**Transportation and Housing**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine the history, principles, and contemporary challenges of transportation and housing planning. They evaluate planning tools, policies, and demand management strategies used to support mobility, housing affordability, and community development. Students analyze the relationships among transportation systems, land use, infrastructure, sustainability, and economic development,

	and explore how planners address transportation and housing needs in communities of varying sizes.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this*	This course will be offered annually by the Community Planning program beginning in the 2028-29 academic year.

course will be cycled, whether it replaces a current course, when it will first be offered, etc.	
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed<u>? If so, with what department?</u>	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
<u>Program Implications:</u> <u>*Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*</u>	<u>Course is required for Community Planning students</u>
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning	Students who successfully complete this course will: - Explain the historical development and contemporary roles of transportation and housing planning within communities.

Outcomes, please consult the Quality Assurance website.	- Analyze the relationships among transportation systems, housing, land use, and community development. - Evaluate transportation and housing planning tools, policies, and management strategies used to address community needs. - Assess the environmental, social, and economic implications of transportation and housing planning decisions. - Apply planning concepts to transportation and housing challenges in communities of varying sizes and contexts. - Develop evidence-informed recommendations that support sustainable and effective transportation and housing outcomes.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 5 by examining the planning of transportation systems, housing, land use, and infrastructure, and by exploring their interconnected roles in creating sustainable and resilient communities. Students learn to assess planning approaches that balance environmental, social, and economic considerations. The course supports Program Learning Outcome 2 by developing students' understanding of planning tools, policies, and decision-making processes used to address complex community challenges. Students learn to evaluate planning options and develop recommendations informed by planning principles and evidence. The course also contributes to Program Learning Outcome 6 by examining how transportation and housing policies are developed and implemented within broader planning and governance frameworks. Students develop an understanding of the policy

	considerations, financial influences, and regulatory contexts that shape planning decisions.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by examining how transportation and housing systems affect quality of life, accessibility, economic opportunity, and community well-being. Students consider how planning decisions can influence equitable access to housing, transportation, services, and public spaces for diverse populations and communities. Sustainability is a central theme of the course through its focus on land use, transportation systems, infrastructure planning, resource efficiency, and long-term community development. Discussions of community needs and planning approaches provide opportunities to consider Indigenous and northern perspectives on mobility, housing, and community development.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 2406 Tools for Public Participation

MOTION 14: That ARCC recommend the creation of PLAN 2406 Tools for Public Participation to A&S Executive

JUSTIFICATION (Rationale):

Tools for Public Participation introduces students to one of the central responsibilities of professional planners: engaging communities in planning and decision-making processes. Effective planning depends on the ability to communicate with stakeholders, facilitate dialogue, gather community input, and incorporate diverse perspectives into policy and plan development. This course develops the practical skills and knowledge required to design and implement public participation processes in a variety of settings. As a core course in the Bachelor of Community Planning, it supports the program's emphasis on inclusive planning, community engagement, and evidence-informed decision-making while preparing students for advanced studio work and professional practice.

Course Code	PLAN 2406
Course Title:	**Tools for Public Participation**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine public participation as a core component of planning practice. They evaluate engagement strategies and facilitation techniques used in a variety of community settings, including municipalities and Indigenous communities. Students develop skills in consultation, deliberation, and stakeholder engagement, and learn how to design participation processes, gather community input, and analyze feedback to support planning and policy decisions.
Course Prerequisite:	None
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions:	This course is restricted to Community Planning students

For example, "This course is restricted to BPHE students".	
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2028-29 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____

credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain the role of public participation and deliberation in planning and policy-making processes. - Evaluate a range of public engagement tools and techniques used in different planning contexts and community settings. - Design public participation strategies that support meaningful, inclusive, and effective stakeholder engagement.

	- Facilitate communication and collaboration among participants with diverse perspectives, interests, and values. - Collect, interpret, and analyze community feedback to inform planning decisions and recommendations. - Apply professional communication, facilitation, and conflict-management skills in public engagement settings.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by developing students' ability to engage stakeholders and incorporate community perspectives into planning and policy development. Students learn how planners gather information, facilitate dialogue, and develop recommendations based on meaningful public participation. The course supports Program Learning Outcome 5 by emphasizing stakeholder engagement as an essential component of sustainable community planning. Students learn how inclusive participation processes can improve planning outcomes and contribute to more effective and equitable decision-making. The course also contributes to Program Learning Outcome 3 by examining engagement approaches in diverse community contexts, including Indigenous communities, and by encouraging students to recognize and respect different perspectives, values, and forms of knowledge.

	As a core professional skills course, it prepares students for upper-year studio work, conflict resolution, Indigenous planning, plan development, and professional planning practice.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course makes a direct contribution to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability. Students examine how participation processes can either promote or limit meaningful involvement in planning decisions and learn strategies that support accessible, inclusive, and culturally responsive engagement. The course encourages students to recognize diverse perspectives, values, and knowledge systems, including Indigenous approaches to consultation and community engagement. Through its focus on equitable participation and collaborative decision-making, the course supports socially sustainable planning practice and community development.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template

MOTION 15: That ARCC recommend the creation of PLAN 2507 Community Design II to A&S Executive

JUSTIFICATION (Rationale):

Community Design II provides students with opportunities to apply planning and design theory through studio-based learning and project development. Building on the technical and visual communication skills introduced in Community Design I, students develop the ability to create, assess, and communicate planning and design alternatives that address real-world community challenges. The

course emphasizes the integration of design theory, land-use planning, infrastructure considerations, teamwork, and professional communication. As a core course in the Bachelor of Community Planning, it develops competencies that are essential for advanced studio work, community planning projects, and professional planning practice.

Course Code	PLAN 2507
Course Title:	**Community Design II**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students build on concepts introduced in Community Design I by applying design theory, planning principles, and technical skills to community planning challenges. Through studio-based projects, students develop and evaluate design alternatives, create visual representations of planning concepts, and explore relationships among land use, infrastructure, and community form. Students work independently and collaboratively through discussions, critiques, and project development activities.
Course Prerequisite:	PLAN 1507
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-	¨ Yes ☑ No

10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2028-29 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed? <u>If so, with what department?</u>	¨ Yes ☑ No

	If yes, please written support from all departments/disciplines whose programs are affected by this proposal.
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Apply community design theories, principles, and planning concepts to address planning and development challenges. - Develop and evaluate alternative design scenarios that respond to community needs, planning objectives, and site conditions. - Create professional-quality visual and graphic materials that communicate planning and design concepts effectively. - Analyze relationships among land use, infrastructure, community form, and the built environment. - Collaborate effectively in studio and project-based settings to develop and refine planning and design solutions. - Present and justify design proposals using appropriate visual, written, and verbal communication techniques.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.

How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 5 by examining how design influences land use, infrastructure, sustainability, and community development. Students learn to develop and assess planning solutions that respond to the physical, environmental, and social characteristics of communities. The course supports Program Learning Outcome 2 by developing students' ability to apply planning theories, principles, and technical skills to planning and design challenges. Through project-based work, students learn to evaluate alternatives, develop recommendations, and communicate planning solutions effectively. The course also contributes to Program Learning Outcome 4 through the use of design software, visualization techniques, and other technological tools that support planning analysis, design development, and decision-making. As a studio-based course, Community Design II serves as an important bridge between foundational planning knowledge and the more advanced application, integration, and professional practice experiences found in upper-year planning courses and studios.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by encouraging students to consider how design decisions affect different communities, populations, and users of public spaces. Students explore how planning and design can support accessibility, inclusion, and community well-being while addressing environmental and sustainability objectives. Studio projects provide opportunities to consider diverse community perspectives and the ways in which cultural, Indigenous, environmental, and social factors influence the design of communities and public spaces.

How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 3006 Municipal Finance for Planners

MOTION 16: That ARCC recommend the creation of PLAN 3006 Municipal Finance for Planners to A&S Executive

JUSTIFICATION (Rationale):

Municipal Finance for Planners provides students with the economic and financial knowledge required to understand how planning decisions are funded, implemented, and evaluated. Planners regularly work with budgets, development proposals, infrastructure investments, economic development initiatives, and public policy decisions that are shaped by financial considerations. This course introduces students to municipal finance, land economics, and the economic factors that influence planning and development. As a core course in the Bachelor of Community Planning, it helps students understand the financial realities that underpin planning practice and supports the development of informed, feasible, and sustainable planning solutions.

Course Code	PLAN 3006
Course Title:	**Municipal Finance for Planners**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine the principles of municipal finance and land economics and their relationship to planning and community development. They analyze municipal revenue sources, budgeting processes, intergovernmental financial relationships, land valuation, and economic development strategies. Students evaluate how financial considerations influence planning decisions, infrastructure investment, growth management, and policy implementation, and assess the role of economics in supporting sustainable and effective community development.
Course Prerequisite:	24 credits
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions:	This course is restricted to Community Planning students

For example, "This course is restricted to BPHE students".	
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2029-30 academic year.
List the total hours and the weekly breakdown of hours by instructional method.	Total Hours: _____36_____ Breakdown of hours per week

Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain the principles of municipal finance and their role in community planning and public decision-making. - Analyze municipal revenue sources, budgets, expenditures, and financial relationships among levels of government. - Evaluate how land valuation, land economics, and market forces influence planning and development outcomes.

	- Assess the financial implications of planning policies, infrastructure investments, and community development initiatives. - Apply economic and financial concepts to planning issues and evaluate alternative approaches to achieving community objectives. - Develop evidence-informed recommendations that balance financial, economic, environmental, and community considerations.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 6 by developing students' understanding of the economic and financial contexts within which planning decisions are made and implemented. Students examine the relationship between local government finance, economic development, public policy, and planning outcomes and learn to evaluate planning decisions using financial and economic evidence. The course supports Program Learning Outcome 2 by providing students with knowledge of budgeting, finance, administration, and evaluation practices that inform planning and policy development. Students learn to assess alternatives and develop recommendations that consider both financial feasibility and community objectives. The course also contributes to Program Learning Outcome 5 by exploring the relationships among economic development, land use, infrastructure investment, and sustainability. Students evaluate how financial decisions influence long-term community development and the achievement of social, environmental, and economic goals. As a core professional practice course, Municipal Finance for Planners provides students with essential knowledge for later study in planning

	law, plan evaluation, community development, governance, and advanced studio work.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by examining how financial and economic decisions influence community development, infrastructure provision, and access to public services. Students consider how municipal investment and development decisions can affect different populations and communities and explore approaches that balance economic goals with social, environmental, and community well-being objectives. Sustainability is a central theme of the course through its focus on long-term financial stewardship, responsible resource allocation, and resilient community development.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 3106 Planning Law

MOTION 17: That ARCC recommend the creation of PLAN 3106 Planning Law to A&S Executive

JUSTIFICATION (Rationale):

Planning Law provides students with a comprehensive understanding of the legal foundations of planning practice and the regulatory frameworks that shape community development. Professional planners must interpret legislation, apply policy, navigate regulatory processes, and understand the legal implications of planning decisions. This course introduces the planning laws, institutions, and governance structures that influence land-use planning and development while developing students' ability to apply legal reasoning in planning contexts. As a core course in the Bachelor of Community Planning, it supports the development of competent planning professionals who can work effectively within complex legal and policy environments.

Course Code	PLAN 3106
Course Title:	Planning Law
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: ***Restricted to 50-75 words, student-focused, present tense and active voice)***	Students examine the legal foundations of planning in Ontario and the regulatory frameworks that guide planning decisions. They analyze planning legislation, policy interpretation, and implementation at municipal, regional, and provincial scales. Students evaluate the roles and authorities of governments, explore legal issues affecting communities and Indigenous Peoples, and apply legal principles to land-use planning, development, and policy-making contexts.
Course Prerequisite:	24 credits
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: ***For example, "This course is restricted to BPHE students".***	This course is restricted to Community Planning students
Is this a Topic Course?	¨ Yes ☑ No

Topic courses are courses that students can take more than once for credit.	
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. ***For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.***	This course will be offered annually by the Community Planning program beginning in the 2029-30 academic year.
List the total hours and the weekly breakdown of hours by instructional method. **Courses that are 3 credits must include at least 36 hours, while 6**	Total Hours: _____36_____ Breakdown of hours per week Clinical: _____ Independent Study: _____

credit courses must be at least 72 hours. ***For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.***	Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: ***Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?***	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes ***(6-8 points, visible, measurable and in active voice)*** **For detailed information on Learning Outcomes, please consult the Quality Assurance website.**	Students who successfully complete this course will: - Explain the legal foundations of planning in Ontario and the legislative framework governing planning practice. - Interpret planning legislation, policies, and regulatory instruments relevant to land-use planning and community development. - Analyze the respective roles and authorities of municipal, regional, provincial, and Indigenous governments in planning decision-making. - Apply legal principles and regulatory tools to planning and development scenarios. - Evaluate the legal, ethical, and policy implications of planning decisions and their impacts on communities.

	- Communicate planning-related legal analyses and recommendations using appropriate professional written formats.
Will this course have budgetary implications? ***(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)***	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 6 by developing students' understanding of the legislative, regulatory, and policy frameworks that govern planning practice in Canada and Ontario. Students learn how planning laws are interpreted, implemented, and applied to planning decisions, and they examine the roles of different levels of government in shaping community development. The course supports Program Learning Outcome 2 by providing students with the knowledge required to apply legal and regulatory frameworks in planning and policy development. Students learn to assess planning issues, evaluate alternatives, and develop recommendations that are consistent with legislative requirements and planning objectives. The course also contributes to Program Learning Outcome 3 by examining the legal relationships among governments, Indigenous communities, and planning processes. Students develop an understanding of how legal obligations, Indigenous rights, and governance structures influence planning decisions. More broadly, the course provides an essential foundation for professional planning practice by ensuring that students understand the legal context within which plans, policies, and development decisions are made and implemented.

Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by examining how laws, policies, and regulatory frameworks influence communities and planning outcomes. Students consider how legal decisions can affect access to housing, services, land use, and development opportunities for different populations and communities. The course explores legal issues related to Indigenous rights, governance, and planning processes, helping students understand the importance of respectful and informed planning practice. Sustainability is addressed through consideration of the legislative frameworks that support long-term environmental protection, resource management, and sustainable community development.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 3206 Conflict Resolution in Planning

MOTION 18: That ARCC recommend the creation of PLAN 3206 Conflict Resolution in Planning to A&S Executive

JUSTIFICATION (Rationale):

Conflict Resolution in Planning equips students with the interpersonal and professional skills required to navigate one of the most common realities of planning practice: conflict among stakeholders, governments, communities, and interest groups. Planning decisions frequently involve competing objectives, values, and priorities, requiring planners to facilitate dialogue, negotiate solutions, and manage disagreement in constructive ways. This course introduces students to the theory and practice of mediation, facilitation, negotiation, and conflict management while developing active listening and communication skills. As a core professional practice course in the Bachelor of Community Planning, it prepares graduates to work effectively in collaborative, multi-stakeholder planning environments.

Course Code	PLAN 3206

Course Title:	**Conflict Resolution in Planning**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine the sources, dynamics, and impacts of conflict in community planning. They analyze approaches to mediation, facilitation, negotiation, and dispute resolution and develop strategies for managing disagreement in professional and community settings. Through practical exercises, students strengthen active listening, communication, and problem-solving skills and learn to support constructive dialogue among participants with diverse interests and perspectives.
Course Prerequisite:	24 credits
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknow	¨ Yes ☑ No

n|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2029-30 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed<u>? If so, with what department?</u>	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
<u>Program Implications:</u> <u>*Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*</u>	<u>Course is required for Community Planning students</u>

Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain common sources and forms of conflict in planning and community development contexts. - Evaluate mediation, facilitation, negotiation, and conflict-resolution approaches used in planning practice. - Apply active listening, communication, and interpersonal skills to support constructive dialogue and collaborative problem-solving. - Analyze conflicts involving competing values, interests, priorities, and stakeholder perspectives. - Develop strategies for managing conflict and promoting effective participation in planning and public engagement processes. - Demonstrate professional judgment when addressing complex, uncertain, or contentious planning issues.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by developing students' ability to engage stakeholders, navigate competing interests, and participate effectively in planning and decision-making processes. Students learn practical approaches to communication, negotiation, and consensus-building that support professional planning practice.

	The course supports Program Learning Outcome 5 by preparing students to facilitate discussions and engagement processes involving diverse stakeholders and competing priorities. Students develop skills that help planners work collaboratively to identify solutions to complex community challenges. The course also contributes to Program Learning Outcome 3 by encouraging students to recognize and respect differing perspectives, values, experiences, and forms of knowledge within planning processes. Through examination of conflict and dialogue, students gain experience working across differences in a constructive and professional manner. As a professional skills course, Conflict Resolution in Planning equips students with competencies that are increasingly important in public consultation, Indigenous engagement, collaborative planning, policy development, and community planning practice.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by helping students develop the skills required to engage respectfully and constructively with people who hold diverse perspectives, interests, values, and experiences. Students examine how conflict can emerge from differences in power, access, beliefs, priorities, and historical experiences and learn approaches that support inclusive participation and respectful dialogue. The course encourages students to consider collaborative and relationship-based approaches to problem-solving that can contribute to stronger communities, more equitable planning processes, and sustainable outcomes.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 3306 Planning in Relationship with Indigenous Communities

MOTION 19: That ARCC recommend the creation of PLAN 3306 Planning in Relationship with Indigenous Communities to A&S Executive

JUSTIFICATION (Rationale):

Planning in Relationship with Indigenous Communities provides students with knowledge and skills that are essential to contemporary planning practice in Canada. Professional planners increasingly work with Indigenous governments, organizations, communities, and rights-holders in planning, development, resource management, and community-building initiatives. This course examines Indigenous planning approaches, governance structures, legislation, policy frameworks, and engagement practices while emphasizing respectful relationships, collaboration, and shared decision-making. As a core course in the Bachelor of Community Planning, it advances the program's commitment to Indigenous learning and reconciliation while preparing graduates to work effectively and responsibly in diverse planning environments.

Course Code	PLAN 3306
Course Title:	**Planning in Relationship with Indigenous Communities**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine planning practice in relationship with Indigenous communities and governments. They analyze Indigenous planning approaches, governance systems, legislation, policy frameworks, and community priorities. Students explore relationship-building, consultation, and collaboration processes and evaluate how planning can support respectful partnerships, Indigenous rights, and community aspirations. Students apply culturally informed planning practices and responsibilities within contemporary Canadian planning contexts.
Course Prerequisite:	24 credits
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions:	This course is restricted to Community Planning students

For example, "This course is restricted to BPHE students".	
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2029-30 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____

credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain the historical, political, and legal contexts that shape planning relationships with Indigenous communities in Canada. - Analyze Indigenous governance systems, planning approaches, and community planning priorities. - Evaluate planning policies, legislation, and consultation processes affecting Indigenous communities and planning decisions.

	- Apply principles of respectful relationship-building, engagement, and collaboration in planning contexts involving Indigenous communities. - Assess ethical responsibilities and professional considerations associated with planning in Indigenous contexts. - Develop planning recommendations that recognize diverse perspectives, rights, values, and forms of knowledge.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 3 by providing students with a focused examination of Indigenous perspectives, governance systems, planning practices, and relationships to land and community. Students develop a deeper understanding of the historical and contemporary factors that influence planning with Indigenous communities and learn approaches that support respectful and collaborative planning processes. The course supports Program Learning Outcome 2 by examining how planners engage with diverse communities, incorporate multiple forms of knowledge into planning processes, and navigate ethical and professional responsibilities. Students develop skills related to consultation, collaboration, and inclusive decision-making. The course also contributes to Program Learning Outcome 6 by exploring legislation, policy frameworks, governance structures, and legal considerations relevant to planning in Indigenous contexts. Students learn how planning decisions are shaped by Indigenous rights, jurisdictional relationships, and evolving policy environments.

	More broadly, the course reinforces the program's commitment to preparing graduates who can engage thoughtfully and effectively with Indigenous communities as part of professional planning practice.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course makes a direct and significant contribution to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability. Students examine Indigenous perspectives, planning approaches, governance systems, and relationships to land while exploring the impacts of historical and contemporary planning practices on Indigenous communities. The course supports reconciliation by fostering understanding of Indigenous rights, responsibilities, knowledge systems, and community priorities. Through its emphasis on respectful relationship-building, collaboration, and culturally informed planning, the course prepares students to engage in inclusive and ethically responsible planning practice.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 3507 Community Planning – Studio I

MOTION 20: That ARCC recommend the creation of PLAN 3507 Community Planning – Studio I to A&S Executive

JUSTIFICATION (Rationale):

Community Planning – Studio I serves as the program's first major integrative and applied learning experience. Building on knowledge and skills developed in earlier courses, students work collaboratively on a client-based planning project that requires the application of planning theory, research methods, consultation techniques, design skills, and professional communication. The studio environment provides an opportunity for students to experience the complexities of professional planning practice while developing competencies in project management, teamwork, problem-solving, and stakeholder engagement. As a core course in the Bachelor of Community Planning, it bridges classroom learning and professional application and prepares students for advanced studio work and planning practice.

Course Code	PLAN 3507
Course Title:	**Community Planning – Studio I**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students apply planning knowledge and professional skills to a client-based planning project. Working in teams under faculty supervision, students conduct site visits, define planning problems, gather and analyze information, and develop planning solutions. Through studio-based learning, discussions, critiques, and presentations, students integrate research, technical skills, consultation processes, and design considerations to support professional planning and site development decisions.
Course Prerequisite:	PLAN 2507
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13	¨ Yes ☑ No

086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2029-30 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed? <u>If so, with what department?</u>	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
<u>Program Implications:</u>	<u>Course is required for Community Planning students</u>

Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?	
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Define and analyze planning problems using site investigation, stakeholder input, and relevant planning evidence. - Collect, evaluate, and integrate quantitative, qualitative, spatial, and policy information to support planning decision-making. - Develop and assess planning alternatives that address client objectives, community needs, and relevant planning principles. - Apply project management, teamwork, and professional practice skills in the delivery of a client-based planning project. - Communicate planning analyses, recommendations, and design solutions through professional written, oral, and graphic formats. - Reflect on planning practice and incorporate feedback, experience, and precedent into the development of improved planning solutions.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members. This course will require an equipped studio.

How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by providing students with an opportunity to apply planning knowledge, technical skills, project management practices, and professional judgment to a real-world planning challenge. Students develop planning recommendations, assess alternatives, and communicate solutions in a professional setting. The course supports Program Learning Outcome 5 by requiring students to address land use, infrastructure, sustainability, and community development considerations as part of an applied planning project. Students integrate environmental, social, and economic factors into planning analyses and recommendations. The course contributes to Program Learning Outcome 4 through the application of planning technologies, analytical tools, mapping, design, and technical methods used to support planning projects and decision-making. The course also supports Program Learning Outcome 6 by requiring students to work within planning policy and regulatory contexts while considering the practical implementation of planning solutions. Through client interaction and project delivery, students experience how planning knowledge is applied in professional practice.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by requiring students to engage with real-world planning issues that affect communities and stakeholders. Students learn to incorporate diverse perspectives into planning analyses and consider how planning recommendations affect different populations, interests, and community needs. Studio projects provide opportunities to examine Indigenous, municipal, environmental, and community perspectives while emphasizing collaborative decision-making and

	sustainable planning solutions. Through client engagement and applied problem-solving, students develop an appreciation for inclusive and community-responsive planning practice.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 3906 Special Topics in Planning I

MOTION 21: That ARCC recommend the creation of PLAN 3906 Special Topics in Planning I to A&S Executive

JUSTIFICATION (Rationale):

Special Topics in Planning I provides flexibility within the Bachelor of Community Planning curriculum by allowing students to examine emerging issues, specialized fields, and contemporary developments in planning practice. Planning is a dynamic profession that responds to changing social, environmental, economic, technological, and governance conditions. This course enables students to engage with current challenges and innovations that may not be addressed in depth elsewhere in the curriculum while strengthening their ability to analyze complex planning issues and evaluate professional responses. As a core upper-year course, it helps ensure that graduates are prepared to understand and respond to evolving areas of planning practice.

Course Code	PLAN 3906
Course Title:	**Special Topics in Planning I**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine a contemporary issue or specialized area of planning practice. Topics may include neighbourhood and community planning, planning for agricultural systems, mining and resource development, urban design, environmental planning, or regional planning. Students analyze emerging planning challenges, evaluate current research and professional practices, and assess how planning approaches respond to changing social, economic, environmental, and community conditions.

Course Prerequisite:	24 credits
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	☑ Yes ☐ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it*	This course will be offered annually by the Community Planning program beginning in the 2029-30 academic year.

replaces a current course, when it will first be offered, etc.	
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed? <u>If so, with what department?</u>	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
<u>Program Implications:</u> <u>*Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*</u>	<u>Course is required for Community Planning students</u>
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning	Students who successfully complete this course will: - Explain key concepts, issues, and debates associated with a selected area of contemporary planning practice.

Outcomes, please consult the Quality Assurance website.	- Analyze emerging trends and challenges affecting planning policy, practice, and community development. - Evaluate planning approaches, strategies, and case studies relevant to the topic under examination. - Assess how social, economic, environmental, and institutional factors influence planning decisions within the selected topic area. - Apply planning concepts and evidence to develop informed responses to contemporary planning challenges. - Communicate critical analyses and recommendations using appropriate professional and academic formats.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 5 by examining emerging planning issues and the ways planners respond to changing environmental, social, economic, and community challenges. Students develop an understanding of contemporary planning practices and their implications for sustainable community development. The course supports Program Learning Outcome 2 by strengthening students' abilities to evaluate planning approaches, analyze alternatives, and develop informed recommendations based on planning theory, evidence, and professional practice. The course also contributes to Program Learning Outcome 4 by exposing students to current tools, methods, and innovations used in specialized areas of planning practice and by encouraging the application of evidence and data to planning problem-solving.

	Because course topics may vary from year to year, the course provides flexibility within the curriculum while ensuring students engage with current and emerging developments within the planning profession.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by encouraging students to critically examine contemporary planning challenges through multiple perspectives and experiences. Depending on the topic area, students may explore issues related to Indigenous planning, environmental justice, sustainable development, accessibility, community resilience, resource management, or equitable service provision. The course emphasizes critical analysis of emerging issues and encourages students to consider how planning practice can contribute to more inclusive, sustainable, and socially responsible communities.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 4006 Tribunals in Planning

MOTION 22: That ARCC recommend the creation of PLAN 4006 Tribunals in Planning to A&S Executive

JUSTIFICATION (Rationale):

Tribunals in Planning provides students with an advanced understanding of the dispute-resolution processes that shape planning practice in Ontario. Planning decisions are frequently contested, requiring planners to understand tribunal procedures, legal frameworks, evidentiary requirements, and advocacy strategies. This course allows students to apply knowledge gained in planning law, governance, public participation, and conflict resolution through case studies and simulations that mirror professional practice. As a core upper-year course in the Bachelor of Community Planning, it prepares students to participate effectively in regulatory and adjudicative environments while strengthening their abilities to analyze, communicate, and defend planning decisions.

Course Code	PLAN 4006
Course Title:	**Tribunals in Planning**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine the role of planning tribunals in resolving disputes arising from land use planning decisions. They analyze tribunal procedures, legislative frameworks, and case law affecting planning outcomes. Through case studies and simulations, students apply negotiation, advocacy, and conflict-resolution skills while evaluating planning arguments, evidence, and decision-making processes within regulatory and adjudicative settings.
Course Prerequisite:	PLAN 3106
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5	¨ Yes ☑ No

|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2030-31 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed<u>? If so, with what department?</u>	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
<u>Program Implications:</u>	<u>Course is required for Community Planning students</u>

Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?	
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain the role of planning tribunals and adjudicative bodies within the Ontario planning system. - Interpret legislation, policies, and planning decisions relevant to tribunal proceedings and appeals. - Analyze planning disputes using legal, policy, and evidentiary frameworks. - Apply advocacy, negotiation, and conflict-resolution skills in simulated tribunal and hearing environments. - Evaluate planning arguments, evidence, and decisions from legal, ethical, and professional perspectives. - Present and defend planning positions using professional oral and written communication techniques.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 6 by examining how planning laws, regulatory frameworks, and adjudicative processes influence planning decisions and policy implementation. Students learn how planning disputes are resolved and how legal and policy arguments are evaluated within formal decision-making settings.

	The course supports Program Learning Outcome 2 by requiring students to analyze planning issues, assess competing positions, develop recommendations, and justify planning decisions using professional reasoning and evidence. Students gain practical experience applying planning knowledge in complex and contested situations. The course also contributes to Program Learning Outcome 5 through examination of land-use and development disputes involving housing, infrastructure, environmental considerations, and community development. Students learn how competing interests are balanced within planning decision-making processes. As an advanced professional practice course, Tribunals in Planning provides students with experience applying legal, policy, communication, and conflict-resolution skills in realistic professional contexts.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by examining how legal and planning decisions affect communities, stakeholders, and rights-holders. Students consider how tribunal processes address competing interests and perspectives and explore the implications of planning decisions for different populations and communities. Through discussion of legislation, evidence, consultation obligations, and decision-making processes, students develop an appreciation for fairness, accountability, and inclusive planning practice. Sustainability is addressed through analysis of land-use, development, infrastructure, and environmental issues frequently considered within planning appeals and tribunal proceedings.

How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 4106 Ethical Planning

MOTION 23: That ARCC recommend the creation of PLAN 4106 Ethical Planning to A&S Executive

JUSTIFICATION (Rationale):

Ethical Planning provides students with an opportunity to critically examine the moral, professional, and public responsibilities of planners. Planning decisions frequently involve competing interests, conflicting values, uncertain outcomes, and questions about fairness, representation, and the public interest. This course equips students with ethical frameworks and decision-making tools that support responsible professional practice. As a core upper-year course in the Bachelor of Community Planning, it integrates lessons from planning theory, social justice, Indigenous planning, governance, law, public participation, and professional practice while preparing students to exercise sound judgment in complex planning environments.

Course Code	PLAN 4106
Course Title:	**Ethical Planning**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine ethical theories, professional responsibilities, and decision-making frameworks relevant to planning practice. They evaluate ethical challenges arising in diverse communities and planning contexts and assess how competing interests, values, and public priorities influence planning decisions. Students apply ethical reasoning to complex planning scenarios and develop approaches that support professional integrity, equity, inclusion, and responsible decision-making.
Course Prerequisite:	Completion of 54 credits
Course Corequisite:	None
Course Antirequisite:	None

List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2030-31 academic year.
List the total hours and the weekly breakdown of hours by instructional method.	Total Hours: _____36_____ <u>Breakdown of hours per week</u>

Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Critically evaluate ethical theories, principles, and professional standards that guide planning practice. - Analyze complex planning situations involving competing values, interests, rights, and responsibilities. - Assess ethical dilemmas arising in planning processes, policy development, and community decision-making.

	- Develop and justify ethically defensible planning recommendations that reflect professional obligations and the public interest. - Evaluate how equity, inclusion, diversity, and differing community perspectives influence ethical planning decisions. - Apply professional judgment to address uncertainty, complexity, and competing priorities in planning practice.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by developing students' ability to engage in ethical planning practice and make informed decisions that reflect professional responsibilities, planning principles, and the public interest. Students learn to evaluate alternatives, justify recommendations, and navigate competing values in planning contexts. The course supports Program Learning Outcome 3 by encouraging students to recognize and respect diverse perspectives, rights, and forms of knowledge in planning processes. Ethical considerations related to inclusion, participation, and relationships with different communities are examined throughout the course. The course also contributes to Program Learning Outcome 5 by preparing students to address complex planning challenges involving environmental, social, and economic trade-offs. Students consider how planners balance competing objectives while promoting fair, transparent, and sustainable outcomes.

	As a senior-level course, Ethical Planning serves as a capstone for the program's ethical, social justice, governance, and professional practice streams by integrating concepts developed throughout the curriculum.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course makes a direct contribution to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability. Students critically examine ethical questions related to power, representation, participation, rights, and decision-making in planning practice. They evaluate how planning can support equitable and inclusive outcomes while recognizing different values, experiences, and knowledge systems. Through consideration of professional responsibilities and public-interest decision-making, students develop approaches that support respectful relationships, social responsibility, and sustainable community development.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 4206 Plan Evaluation

MOTION 24: That ARCC recommend the creation of PLAN 4206 Plan Evaluation to A&S Executive

JUSTIFICATION (Rationale):

Plan Evaluation provides students with the knowledge and skills required to assess whether plans, policies, and planning processes achieve their intended objectives. Professional planners must be able to monitor implementation, evaluate outcomes, identify gaps, and recommend improvements based on evidence and community needs. This course introduces students to evaluation frameworks, performance indicators, monitoring strategies, and approaches to learning from planning practice. As a senior-level course in the Bachelor of Community Planning, it supports the development of reflective, evidence-informed practitioners who can assess planning effectiveness and improve future decision-making.

Course Code	PLAN 4206
Course Title:	**Plan Evaluation**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students examine approaches to evaluating plans, policies, and planning outcomes. They apply evaluation frameworks and performance measures to assess whether plans achieve intended goals and respond to community needs. Students analyze indicators, implementation processes, and lessons learned from planning practice, and develop recommendations that improve future plans, policies, monitoring systems, and decision-making.
Course Prerequisite:	PLAN 1206 and completion of 54 credits
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students

Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2030-31 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours.	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____

For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.	Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Explain major approaches, models, and frameworks used to evaluate plans, policies, and planning outcomes. - Develop appropriate performance indicators and evaluation criteria for assessing planning goals, implementation, and effectiveness. - Analyze whether plans and policies achieve intended environmental, social, economic, and community outcomes. - Evaluate implementation processes, resource considerations, and institutional factors that influence planning success. - Use evidence, precedent, and lessons learned to recommend improvements to plans, policies, monitoring systems, and future decision-making.

	- Communicate evaluation findings and recommendations clearly through professional written formats.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 6 by developing students' ability to evaluate planning decisions, policy implementation, and the effectiveness of plans. Students learn to assess whether plans achieve their intended objectives, identify appropriate performance measures, and use evaluation findings to improve future planning and policy development. The course supports Program Learning Outcome 2 by strengthening students' capacity to apply evaluation practices, assess viable options, and make reasoned recommendations. Students develop the ability to connect planning goals, implementation strategies, evidence, and outcomes in order to support effective professional judgment. The course also contributes to Program Learning Outcome 5 by requiring students to assess how plans address environmental, social, economic, and community development objectives. Through evaluation of indicators, implementation processes, and planning outcomes, students learn to consider sustainability, risk, emerging issues, and long-term community impacts. As a fourth-year course, Plan Evaluation helps students integrate planning theory, evidence, implementation, finance, governance, and professional communication into a practical approach to assessing and improving plans.

Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by encouraging students to evaluate not only whether plans are implemented, but also whom they serve and how their outcomes affect different communities. Students consider how performance indicators and evaluation frameworks can incorporate social, environmental, economic, accessibility, and community well-being measures. The course also encourages students to examine whether planning processes and outcomes reflect diverse perspectives, Indigenous considerations, and long-term sustainability goals.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 4507 Advanced Community Planning – Studio II

MOTION 25: That ARCC recommend the creation of PLAN 4507 Advanced Community Planning – Studio II to A&S Executive

JUSTIFICATION (Rationale):

Advanced Community Planning – Studio II serves as the capstone applied learning experience in the Bachelor of Community Planning. The course requires students to integrate knowledge and skills developed across the curriculum, including planning theory, governance, law, finance, public participation, data analysis, design, sustainability, communication, ethics, and professional practice. Through a client-based planning project, students experience the complexity, uncertainty, collaboration, and accountability characteristic of professional planning work. As the culminating studio course, it provides students with an opportunity to demonstrate readiness for professional practice by developing evidence-informed recommendations, producing professional deliverables, and presenting their work to a client.

Course Code	PLAN 4507
Course Title:	Advanced Community Planning – Studio II

Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: Restricted to 50-75 words, student-focused, present tense and active voice)	Students complete a capstone planning project with faculty mentorship and in consultation with a professional or community client. Working in teams, they define planning problems, conduct site visits, gather and analyze evidence, apply technical skills, and develop planning recommendations. Students integrate knowledge from across the program and present professional project deliverables to clients through studio discussions, critiques, and presentations.
Course Prerequisite:	PLAN 3507
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1	¨ Yes ☑ No

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Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2030-31 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed<u>? If so, with what department?</u>	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
<u>Program Implications:</u> <u>*Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*</u>	<u>Course is required for Community Planning students</u>
Do the Learning Outcomes for this course have significant overlap with	☐ Yes ☒ No

any other course(s) offered at Nipissing?	If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Integrate planning theory, methods, policy knowledge, technical skills, and professional judgment to address a complex client-based planning challenge. - Define and manage an applied planning project, including problem formulation, research design, work planning, analysis, deliverable development, and client communication. - Collect, analyze, and synthesize qualitative, quantitative, spatial, policy, and community-based evidence to support planning recommendations. - Develop and justify planning options or recommendations that respond to community needs, client objectives, sustainability considerations, and implementation constraints. - Collaborate effectively in a team-based professional setting while responding constructively to faculty, client, peer, and community feedback. - Communicate advanced planning analysis and recommendations through professional written, oral, graphic, and presentation formats. - Reflect critically on professional practice, uncertainty, complexity, and learning from applied planning experience.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by requiring students to integrate planning knowledge, technical capacities, project management skills, ethical judgment, and professional communication in an applied planning setting. Students

	develop recommendations, assess options, respond to client needs, and justify planning approaches using evidence and professional reasoning. The course also contributes strongly to Program Learning Outcome 5 by requiring students to address land use, infrastructure, sustainability, community development, and implementation considerations in a real or realistic planning project. Students consider ecological, social, economic, and community factors as they develop planning responses and communicate recommendations. The course supports Program Learning Outcome 4 through its use of technical tools, planning analysis, design methods, mapping, visualization, and other applied approaches that support planning decision-making. Students demonstrate their ability to use appropriate tools to analyze issues and prepare professional deliverables. The course contributes to Program Learning Outcome 6 by requiring students to work within relevant policy, governance, regulatory, and implementation contexts. Students consider how plans and recommendations can be justified, communicated, and translated into practical action. The course may also support Program Learning Outcomes 1 and 3, depending on the project topic, by asking students to consider historical context, settlement patterns, Indigenous perspectives, relationships to land, and the effects of planning decisions on communities and cultures. As the capstone studio, *Advanced Community Planning – Studio II* provides culminating evidence that students can integrate and apply the knowledge, skills, and professional competencies developed throughout the Bachelor of Community Planning program.

Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by requiring students to consider how planning projects affect communities, stakeholders, rights-holders, and diverse publics. Through applied project work, students examine community needs, relationships to place, access to services or infrastructure, and the distribution of planning benefits and burdens. Depending on the project context, students may engage with Indigenous perspectives, municipal priorities, environmental considerations, accessibility needs, and community-based knowledge. The course emphasizes respectful professional practice, inclusive analysis, sustainable planning recommendations, and responsiveness to client and community contexts.
How will you communicate this new offering to students?	It will appear in the Academic Calendar.

New Course Template - PLAN 4807 Planning Internship

MOTION 26: That ARCC recommend the creation of PLAN 4807 Planning Internship to A&S Executive

JUSTIFICATION (Rationale):

Planning Internship provides students with an opportunity to apply classroom learning in a professional planning environment. Through supervised work-integrated learning, students gain experience with workplace expectations, professional relationships, project activities, communication practices, and organizational processes relevant to planning practice. The internship supports the development of professional competence by allowing students to observe and participate in planning-related activities while reflecting on their growth as emerging professionals. As an experiential learning opportunity within the Bachelor of Community Planning, the course strengthens connections between academic learning and professional practice and enhances graduates' readiness for employment and professional accreditation pathways.

Course Code	PLAN 4807

Course Title:	Planning Internship
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students gain professional experience through a work-integrated learning placement with a government, industry, Indigenous, community, or non-governmental organization involved in planning. They participate in workplace activities under professional and faculty supervision, maintain reflective records of their experience, and evaluate the relationship between academic learning and professional practice. Students communicate their learning through a final report and presentation.
Course Prerequisite:	54 credits
Course Corequisite:	None
Course Antirequisite:	None
List any restrictions: *For example, "This course is restricted to BPHE students".*	Restricted to students in the third or fourth year of an Honours program with a minimum 70% overall average in the program. Approval of the internship placement organization is required prior to registration. Students wishing to take this course during the following Spring/Summer or Fall/Winter Session must apply in writing to the Department no later than February 15.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4	☑ Yes ☐ No

abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2030-31 academic year.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _____36_____ <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical:__equivalent of 3 hrs/week determined through consultation between student, organization, and faculty member_____ Seminar :_____ Tutorial: _____ Service Learning: _____
<u>Is this course</u> cross-listed? <u>If so, with what department?</u>	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*

Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Apply planning knowledge, skills, and professional standards in a workplace setting. - Demonstrate effective professional relationships with supervisors, colleagues, clients, officials, stakeholders, and members of the public. - Contribute productively to team-based workplace activities and planning-related projects. - Communicate workplace activities, findings, and professional learning through oral and written formats. - Reflect critically on professional experiences and identify connections between academic learning and planning practice. - Assess personal and professional development needs and develop strategies for ongoing growth as a planning professional.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members. This will require investment in a placement officer/office staff. The proposed budget that was passed by Senate includes the necessary resources to support the course.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by providing students with an opportunity to apply planning knowledge, technical skills, professional judgment, communication abilities, and

	project-related competencies in a professional workplace environment. Students experience how planning principles, policies, and processes operate in practice and develop the capacity to contribute meaningfully to professional activities. The course supports Program Learning Outcome 5 by exposing students to real-world planning challenges involving community development, sustainability, land use, infrastructure, stakeholder engagement, and policy implementation. Students observe and participate in planning processes while considering the practical implications of planning decisions. The course also contributes to Program Learning Outcome 4 through the application of workplace technologies, professional tools, and planning methods used by organizations engaged in planning and community development activities. More broadly, the internship strengthens students' understanding of professional practice and supports the transition from academic learning to the workplace through supervised experiential learning and professional reflection.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability through direct engagement with professional organizations and communities. Depending on the placement setting, students may work with diverse populations, Indigenous communities, public agencies, or organizations addressing environmental and community challenges. The internship encourages students to reflect on how professional planning practice affects different communities and stakeholders and to consider how inclusive, accessible, ethical, and sustainable approaches can be incorporated into workplace decision-making and professional conduct.

How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

New Course Template - PLAN 4906 Special Topics in Planning II

MOTION 27: That ARCC recommend the creation of PLAN 4906 Special Topics in Planning II to A&S Executive

JUSTIFICATION (Rationale):

Special Topics in Planning II provides senior students with an opportunity to engage in advanced study of emerging issues and specialized fields within planning practice. As the profession continues to evolve, planners must be able to critically evaluate new ideas, respond to changing conditions, and apply interdisciplinary knowledge to complex challenges. This course allows students to investigate contemporary planning topics in depth while strengthening their analytical, research, and professional judgment skills. As a fourth-year course in the Bachelor of Community Planning, it serves as an advanced requirement that supports intellectual specialization and prepares students for professional practice or further study.

Course Code	PLAN 4906
Course Title:	**Special Topics in Planning II**
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students critically examine a contemporary or specialized area of planning practice. They evaluate emerging issues, professional innovations, and advanced planning approaches in fields such as neighbourhood planning, agricultural systems, resource development, urban design, or environmental planning. Students synthesize research, policy, and practice to assess complex planning challenges and develop informed responses to evolving community and professional needs.
Course Prerequisite:	Completion of 54 credits
Course Corequisite:	None
Course Antirequisite:	None

List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to Community Planning students
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	☑ Yes ☐ No
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	¨ Yes ☑ No
Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually by the Community Planning program beginning in the 2030-31 academic year.
List the total hours and the weekly breakdown of hours by instructional method.	Total Hours: _____36_____ <u>Breakdown of hours per week</u>

Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Clinical: _____ Independent Study: _____ Lecture: _____3/week_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	Course is required for Community Planning students
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: - Critically evaluate contemporary issues, debates, and innovations within a specialized area of planning practice. - Synthesize planning theory, research, policy, and professional practice to assess complex planning challenges. - Evaluate emerging trends and their implications for communities, planning policy, and professional practice.

	- Develop and justify evidence-informed planning strategies that respond to specialized or emerging planning issues. - Critique alternative planning approaches and assess their effectiveness in achieving social, environmental, economic, and community objectives. - Communicate advanced analyses and professional recommendations using appropriate planning, policy, and research frameworks.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No This course, along with the other proposed PLAN courses, will require additional faculty members.
How will this course contribute to the program level outcomes?	This course contributes directly to Program Learning Outcome 2 by requiring students to integrate planning knowledge, theory, evidence, and professional judgment to address complex planning issues. Students evaluate alternative approaches, develop recommendations, and justify planning responses within specialized areas of practice. The course supports Program Learning Outcome 5 through examination of emerging planning challenges and the relationships among environmental, social, economic, and community development objectives. Students assess innovative strategies and best practices that support sustainable community development. The course also contributes to Program Learning Outcome 4 by exposing students to current professional tools, analytical approaches, technologies, and emerging practices relevant to specialized planning fields. As a senior-level requirement, the course allows students to deepen their expertise in a particular area of interest while demonstrating their

	ability to apply and integrate knowledge acquired throughout the program.
Who amongst your current faculty has the competencies to teach this course?	No one
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course contributes to the University's commitments to equity, inclusion, accessibility, decolonization, Indigenous learning, and sustainability by encouraging students to critically examine contemporary planning issues through multiple perspectives and knowledge systems. Depending on the topic area, students may explore issues related to Indigenous planning, environmental justice, accessibility, community resilience, resource development, food systems, housing, or sustainable development. The course challenges students to consider how planning practice can promote equitable, inclusive, and environmentally responsible outcomes in diverse community contexts.
How will you communicate this new offering to students?	The Academic Calendar will clearly state this is a required course for Community Planning students.

Curriculum Map

Please insert the relevant program curriculum map in this section. It is recommended that it be copy and pasted from the curriculum mapping template. The original program curriculum map should be kept in a separate document by the program chair or designate.

Appendix B. Calendar Copy with Program Map(s) – Community Planning

(White – required but not a PLAN course)

(Blue – PLAN course)

(Green – Choose one of the following)

Program: Bachelor of Community Planning			
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
GEOG 1016 (3 cr, 5 hr/wk) People, Place and Environment	**PLAN 2006** (3cr, 3 hr/wk) Planning for Climate Change	**PLAN 3006** (3 cr, 3hr/wk) Municipal Finance for Planners	**PLAN 4006** (3 cr, 3 hr/wk) Tribunals in Planning
GEOG 1017 (3 cr, 5 hr/wk) Introduction to Physical Geography **ENSC 1007** (3 cr, 2 hr/wk + 2 hr/wk every second wk) Introduction to Environmental Science – Part II	**GEOG 2017** (3 cr, 5 hr/wk) GIS and the Earth from Space	**PLAN 3106** (3 cr, 3hr/wk) Planning Law	**PLAN 4906** (3 cr, 3 hr/wk) Special Topics in Planning II **PLAN 4106** (3 cr, 3 hr/wk) Ethical Planning
PLAN 1006 (3 cr, 3 hr/wk) Planning : The Big Picture	**GEOG 2226** (3 cr, 3 hr/wk) Environment and Society	**PLAN 3507** (3 cr, 3hr/wk) Community Planning - Studio I	**PLAN 4206** (3 cr, 3 hr/wk) Plan Evaluation
PLAN 1106 Planning Governance and Admin (3 cr, 3hr/wk)	**PLAN 2106** (3 cr, 6 hr/wk) Ecology and Conservation for Planners	**PLAN 3906** (3 cr, 3 hr/wk) Special Topics in Planning I	**PLAN 4507** (3cr, 3 hr/wk) Advanced Community Planning – Studio II Or **PLAN 4807** (3 cr, 3 hr/wk) Planning Internship
PLAN 1206 (3 cr, 3 hr/wk) How Plans are Made (Processes, Stages and Strategies)	**PLAN 2206**, Data Management and Knowledge Integration (3 cr, 3 hr/wk)	**PLAN 3206** (3 cr, 3 hr/wk) Conflict Resolution in Planning	2 courses (6 credits) from **PLAN+ Course List**
PLAN 1306 (3 cr, 3 hr/wk) Professional Communication	**PLAN 2306** (3 cr, 3 hr/wk) Transportation and Housing	**PLAN/INDG 3306** (3 cr, 3 hr/wk) Planning in Relationship with Indigenous Communities	
PLAN 1406 (3 cr, 3 hr/wk) Planning for People: Planning and Social Justice	**PLAN 2406** (3 cr, 3 hr/wk) Tools for Public Participation		
PLAN 1507 (3 cr, 3 hr/wk) Community Design I	**PLAN 2507** (3 cr, 3 hr/wk) Community Design II		
Core credits: 24	**Core credits: 24**	**Core credits: 18**	**Core credits: 21**

PLAN+ Course List

- GEOG 3056 - Spatial Analysis Using GIS
- GEOG 3066 - Remote Sensing of the Environment
- GEOG 3236 - Geography of Environment & Health
- GEOG 3316 - Geography of Health & Health Care
- GEOG 3106 - Impact Assessment for Resource Management
- GEOG 4807- Natural Resource Management
- GEOG 4777 - Water Governance
- GEOG 4437 - At Risk: Environmental Hazards
- GEOG 4237 - Urban Health
- GEOG 4227 – Community Geography

Additional Degree Requirements:

Electives, 11 courses (33 cr.)

Bachelor of Community Planning Degree Requirements:

Must achieve a minimum overall average of 65%.

Must achieve a minimum cumulative major average of 70% (all PLAN and GEOG courses).

Purpose of Program

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Provide historical perspective of planning and the impact to both society and culture.
    a. Design Planning solutions that reflect the historical influences and evolution of human settlements, including Indigenous Peoples.
2. Ensure graduates have the skills and knowledge to engage in ethical planning focusing on land use, infrastructure and small to mid-sized communities.
    a. Incorporate practices that support diversity, equity, and inclusion.
    b. Adapt approaches to planning based on theories, ideals and principles of community planning and development.
    c. Combine knowledge and technical capacities to planning and policy development
    d. Apply basic project management, finance and administration, and evaluation practices
    e. Utilize their knowledge and skills to develop visions and outcomes. Provide reasoned assessments of viable options and make clear recommendations
    f. Determine recommendations based on authentic stakeholder engagement
3. Recognize the importance of indigenous perspectives throughout the planning process.
    a. Determine the impact of historical small- and large-scale community planning including historical land use and planning by Indigenous Peoples.
4. Provide opportunities to leverage current technology as part of the planning process.
    a. Utilize proven approaches and instruments in small- and large-scale planning and policy development
    b. Apply technological solutions to support planning analysis and activities, policy development and decision making.
5. Focus on the design of sustainable plans for land use, infrastructure, urban plannings for small to mid- sized communities as well as resource use and extraction.
    a. Adapt solutions based on the relationship between ecological, social and economic factors with a focus on sustainability.
    b. Engage stakeholders in gathering input, reporting, presentations, and discussions.
    c. Decide on approaches that reflect best practices in risk management.
    d. Assess emerging trends and issues related to planning and policy development.
    e. Communicate with other planning professionals on trends and best practices.
6. Include the role of legislative and regulatory frameworks and the importance of the modification or creation of policy within the planning field.

a. Apply relevant legislation to the practice of planning.
b. Evaluate planning decisions based on the economics of development and the relationship to local government finance.
c. Evaluate policy formulation with a critical lens.
d. Implement public policy and planning in Canada.
e. Justify visions, plans and policies.

Program-Level Outcomes Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient)[5]. Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by the end of the program.

Outcome	GEOG 1016 – People, Place & Env.	GEOG 1017- Intro to Physical Geog.	ENSC 1007 – Intro to Env. Science	PLAN 1006 – Planning: The Big Picture	PLAN 1206 – How Plans Are Made	PLAN 1306 – Profess. Communication	PLAN 1106 – Planning Gov & Admin…	PLAN 1406– Planning for People	PLAN 1507 – Community Design I	PLAN 2006 – Planning for Climate Change	GEOG 2017 – GIS & Earth from Space	GEOG 2226 – Environment and Society	PLAN 2106 – Ecology and Conservation	PLAN 2206 – Data MGT & Knowledge	PLAN 2306 – Transportation and Housing	PLAN 2406 – Tools Public Participation	PLAN 2507 – Community Design II	PLAN 3006 – Municipal Finance for Plan.	PLAN 3106 – Planning Law	PLAN 3507 – Com.y Planning –Studio I	PLAN 3906 – Special Topics I	PLAN 3206 – Conflict resolution	PLAN 3306 - Plan. in Relation with I.G	PLAN 4006 – Tribunals in Planning	PLAN 4906 – Special Topics II	PLAN 4206 – Ethical Planning	PLAN 4507 – Adv. Com. Plan Studio II	PLAN 4807– Planning Internship
				Year 1								Year 2						Year 3						Year 4				
1				B				B				I											P					
2	B	B	B		B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	I-P		P	P	P	P
3	B			B		B						B-I				B-I	B-I	I	I			I	I-P	P		P		
4		B	B				B		B	B-I	B-I		B-I	B-I			B-I			I	I				P		P	P
5										B-I			B-I	B-I	B-I	B-I	B-I		I	I	I		I		P		P	P
6	B				B		B	B				B-I			B-I		B-I	I	I	I			I	P		P		

[5] Please note that this is the minimum number of progressions, if your program has been developed with more levels of progression you do not have to alter your course map. You may also be using other letters which again is fine as long as there is a progression.

The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.

University-Level Student Learning Outcomes

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to attain those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
    a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
    b. demonstrate strong interpersonal skills.
    c. demonstrate leadership skills by motivating, including, and supporting others.
    d. seek opportunities to collaborate.
    e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
    a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
    b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
    a. demonstrate they are socially just: they are prepared to participate in

local, regional and global communities.

b. demonstrate knowledge of Anishinabek ontologies.
c. initiate change.
d. utilize their knowledge and skills to positively impact their community.

University-Level Outcome Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient). Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by graduation at Nipissing.

Outcome	GEOG 1016 – People, Place & Env.	GEOG 1017- Intro to Physical Geog.	ENSC 1007 – Intro to Env. Science	PLAN 1006 – Planning: The Big Picture	PLAN 1206 – How Plans Are Made	PLAN 1306 – Profess. Communication	PLAN 1106 – Planning Gov & Admin…	PLAN 1406– Planning for People	PLAN 1507 – Community Design I	PLAN XXX – Planning for Climate Change	GEOG 2017 – GIS & Earth from Space	GEOG 2226 – Env. & Society	PLAN 2106 – Ecology and Conservation	PLAN 2206 – Data MGT & Knowledge	PLAN 2306 –Transport. and Housing	PLAN 2406 – Tools Public Participation	PLAN 2507 – Community Design (II)	PLAN 3006 – Municipal Finance for Plan.	PLAN 3106 – Planning Law	PLAN 3507 – Com. Planning –Studio I	PLAN 3906 – Special Topics I	PLAN 3206 – Conflict resolution	PLAN 3306 - Plan. in Relation with I.G>	PLAN 4006 – Tribunals in Planning	PLAN 4106 – Ethical Planning	PLAN 4206 – Plan Evaluation	PLAN 4507 – Adv. Com. Plan Studio II	PLAN 4807 – Planning Internship
	Year									Year								Year 3						Year 4				
1	B	B	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	I	P	P	P	P	P
2	B	B	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	I	P	P	P	P	P
3									B	B-I	B-I		B-I	B-I		B-I	B-I		I	I	I	I	I	P	P	P	P	P
4	B	B	B	B	B	B	B	B	B	B-I	B-I	B-I		B-I	B-I	B-I	B-I	I	I	I	I	I	I	P	P	P	P	P
5					B	B		B			B	B				B	B-I	I	I	I				P	P	P	P	P
6						B		B	B			B-I				B-I	B-I		I	I		I	I	P	P	P	P	P
7						B	B	B					B-I	B-I	B-I	B-I		I	I	I	I	I	I	P	P	P	P	P
8									B						B-I		B-I			I	I						P	P

Supplemental Documentation

Please add any supplemental documentation required to support this proposal (i.e., new course template)

Academic Probation (BCP)

A student's Academic Standing is determined after a minimum of 18 credits have been attempted, at the end of the Fall/Winter (May). If a student's cumulative average is between 50% - 59% they will be placed on probation.

When placed on probation students with a:

1. cumulative average between 50% - 54% will be required to meet with an academic advisor to develop an academic success plan prior to registering in courses for the next academic year.
2. cumulative average between 55% -59% are recommended to meet with an academic advisor to develop an academic success plan prior to registering in courses for the next academic year.

Students will be placed on probation and required to meet with an academic advisor upon return to studies after having been required to withdraw from the University (see section 9.0).

Students who have been admitted to the University on probation will be assessed once a minimum of 18 credits have been attempted at the end of the Fall/Winter academic year (May) and:

i. If their cumulative average is 60% or greater, admission probation status will be removed.

ii. If their cumulative average is between 50% and 59%, they will be allowed continue on probation (maximum of 18 credits) and will be reassessed once a total of 30 credits have been attempted at the end of the Fall/Winter Academic Year (May).

Release from Academic Probation (BCP)

A student's Academic Standing is determined after a minimum of 18 credits have been attempted, at the end of the Fall/Winter (May).

Students will be removed from Academic Probation if their cumulative average is 60% or higher when their progress is reviewed in May.

Students on academic probation who do not achieve a cumulative average of 60% in the following academic year, but do achieve a sessional average (average for the current academic year) of 63% or higher can proceed on probation and must meet with an academic advisor before registering for the next academic year.

Students on academic probation who do not achieve either a 60% cumulative average or a 63% sessional average from the Fall/Winter will be required to withdraw (see section 7.0).

Centre for Teaching and Learning Report

The Centre for Teaching and Learning will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.

Registrar's Office Report

The Registrar's Office will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow.

Dean’s Office Report

The Dean’s Office *will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow*.

Curriculum Change Submission Template

Instructions

- Please complete this document in its entirety prior to submitting to the Curriculum Approval Process
- All Curriculum Change submissions require a curriculum map
- Faculty must consult with the Centre for Teaching and Learning prior to submitting Curriculum Change Requests
- Please delete the "Supplemental Documentation" section if your submission has none.

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Supplemental Documentation .... NA
Centre for Teaching and Learning Report..... NA
Registrar's Office Report..... NA
Dean's Office Report..... NA

Motion and Rationale

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: That ARCC recommend to the Arts & Science Executive the addition of a new course Geog 3326: "Geography of Sport" to the Geography curriculum

JUSTIFICATION (Rationale):

Service to Physical and Health Education Program — *Geography of Sport* – The proposed **Geography of Sport** course for Geography programs will provide strong service teaching to students in the **Physical and Health Education program**. Drawing on the demonstrated popularity of *Geography courses* among physical education students, this new course offers an applied, engaging lens on how **spatial, cultural, and environmental factors shape sport** at local, national, and global scales. Students will explore topics such as the diffusion of sports, the spatial organization of leagues and facilities, regional sporting cultures, and the geographic drivers of access, equity, and participation. By connecting geographic thinking with the real-world dynamics of sport, the course will also support Physical and Health Education students' broader learning in areas such as coaching, sport development, community health, and active living. Preliminary consultation with the Director of the School of Physical and Health Education in spring/summer 2026 has indicated this course would be a welcome addition to be potentially listed as an option in additional program requirements (e.g. 3 credits from, see a list of 5 courses, including ENGL and HIST), especially since several of the listed courses are no longer offered.

Course Code	Must contact coursecodes@nipissingu.ca for Course Code **GEOG 3326**
Course Title:	Geography of Sport
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Students explore sport as a dynamic cultural, economic, and spatial phenomenon, emphasizing how geography shapes sporting practices around the world. Students investigate how sports emerged, evolved, and diffused across regions through processes such as colonization, migration, globalization, and media circulation. Working across macro-scale patterns (global sport industries, mega-events, and worldwide diffusion networks) and micro-scale dynamics (local sporting cultures, neighbourhood identities, stadium landscapes, and community access), students explore how sport is embedded in geographic processes.
Course Prerequisite:	54 credits
Course Corequisite:	N/A
Course Antirequisite:	N/A
List any restrictions: *For example, "This course is restricted to BPHE students".*	N/A
Is this a Topic Course?	¨ Yes ☑ No

Topic courses are courses that students can take more than once for credit.	
Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	☐ Yes ¨ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	Depending on the success of this course and faculty complement, this course will be taught every 2 years or annually.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: 3 Breakdown of hours per week Clinical: _____ Independent Study: _____ Lecture: 3 Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*

Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This will be a 3000 level course that contributes to Geography (BA) and Environmental Geography (BA). Many students will also take this course as a minor or to provide a teachable. It builds upon concepts introduced in Geography 1016– People Place and the Environment, Geography-2136 Cultural Geography, and Geography 2146-Cities in a Changing World to further concepts related to regional geography, especially as they relate to place, space, and time.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:
Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: **1. Apply core geographic concepts to the study of sport** Students will be able to use concepts such as spatial distribution, place, scale, landscape, and human–environment interaction to analyze how sports develop, spread, and operate across different regions. **2. Analyze the historical geographies of sport and their contemporary implications** Students will examine how sports emerged, evolved, and migrated across regions over time, and evaluate how historical spatial processes continue to shape modern sporting cultures, institutions, and inequalities. **3. Critically evaluate how geographic factors shape sporting cultures and inequalities** Students will assess how physical geography, urban form, economic disparities, and political boundaries influence access to sport, athlete development, and the global circulation of talent. **4. Interpret and compare case studies of sport in diverse geographic contexts** Students will analyze real-world examples—such as mega-events, stadium-led urban redevelopment, regional rivalries, or climate-related disruptions—to understand how sport both reflects and reshapes geographic processes. **5. Explain the spatial organization of the global sports industry** Students will investigate how geography influences the location of leagues, franchises, training hubs, fan bases, and media markets, and evaluate how globalization and mobility are transforming these spatial patterns. **6. Demonstrate why "geography matters" in understanding contemporary sport** Students will synthesize course concepts to articulate how geographic thinking reveals hidden dynamics in sport—such as power relations, cultural identity, environmental impacts, and the politics of place—and defend the importance of geographic perspectives in sport-related decision-making.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: We will apply for the Faculty of Arts and Science Experiential Learning Opportunity to fund the fieldtrip component of the course.
How will this course contribute to the program level outcomes?	Geography (BA) Program Level Outcomes: 1. Explain key concepts, methods, and theories of geography and its various sub-disciplines, including human- environment interactions, spatial analysis. 2. Apply geographical knowledge to real world issues such as climate change, water resource and environmental management. 3. Apply geographical techniques to real work issues, including geomatics, quantitative, and/or qualitative methods. 4. Demonstrate critical thinking, analytical skills and problem solving inside

	and outside the discipline of geography. 5. Demonstrate proficiency in spatial thinking including the ability to interpret maps, analyze spatial data, and visualize geographic patterns. 6. Demonstrate a strong understanding of human and physical geography with an emphasis on Canadian and northern regional environments. 7. Conduct independent, collaborative, and ethical research, develop and refine research questions, and effectively communicate their findings. 8. Recognize the interconnectedness of various geographic systems, including the natural environment, human societies, and economic systems, and understand how these systems interact at different scales. This course will be directly relatable to Outcomes 1-6, and 8. To a lesser extent this course will be applicable to Environmental Geography (BA). Environmental Geography (BA) Program Level Outcomes: 1. Explain key concepts, methods, and theories in the study of connections among human and natural environmental systems 2. Demonstrate the ability to apply knowledge of key human and biophysical processes in subfields within geography and other environmental disciplines. 3. Demonstrate critical thinking, analytical skills and problem solving inside and outside the discipline of geography 4. Demonstrate the ability to use an advanced range of established techniques, including quantitative methods and discipline-specific laboratory techniques including geomatics 5. Demonstrate an ability to gather, review, evaluate and interpret information from one or more of the sub-disciplines within geography and across disciplinary boundaries. 6. Demonstrated an advanced knowledge of the economic, legal, social, cultural, ethical issues and the links to environmental problems. 7. Demonstrate advanced knowledge of local, regional, national and international environmental issues. 8. Demonstrate the ability to review, present, and interpret quantitative and/or qualitative information. This course will be directly relatable to Outcomes 3, 5, 7, 8
Who amongst your current faculty has the competencies to teach this course?	Dr. Kirsten Greer Dr. Sean O'Hagan
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	
How will you communicate this new offering to students?	Advertise via existing geography courses,

Curriculum Map: BA Geography

Instructions

This template enables the mapping of a program's curriculum.

Note: the template provides initial tables for a full 4-year program; this enables those using the curriculum to remove any rows or columns that do not apply.

Sections within the document:

Program Purpose and objectives

- The program's purpose often is used as the paragraph for marketing or to describe the program within the academic calendar.
- Program objectives are high-level goals. See **Program Objectives and Program-level Learning Outcomes** — Ontario Universities Council on Quality Assurance for further information and guidance.

Course Requirements

- This section contains a table that graphically represents the program's requirements per the Academic Calendar.

Course Sequencing

- The student pathway(s) through the program.
- Provides the students' progress through each concentration or stream focusing on prerequisites, corequisites and antirequisites.

Program-Level Outcomes and Matrix

- Provides the Program-Level Student Learning Outcomes
- Provides the relationship between the required courses within the program and the program-level outcomes.
- Illustrates the progression of learning across the program for each program-level outcome.

University-Level Outcomes and Matrix

- Provides the University-Level Student Learning Outcomes
- Provides the relationship between the required courses within the program and the university-level outcomes.
- Illustrates the progression of learning across the program for each university-level outcome.

Curriculum Map: BA Geography

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Curriculum Map: BA Geography

Purpose of Program

The purpose of the program is often used as the paragraph used to describe program in marketing material or the academic calendar.

Program Objectives

- Geographers study the **environment**. More specifically they study natural and human systems, often with interest in understanding how these systems affect one another. Many of the most pressing environmental problems are the focus of geographical studies (e.g. climate change, water management, environmental change, globalization).
- The **Bachelor of Arts (BA) Geography program** provides students a balanced undergraduate program of instruction in the major fields of study in geography, areas of analytical techniques, systematics (the study of the diversification of living forms, both past and present, and the relationships among living things through time) and regional studies. This program serves students broadly interested in Geography. Concurrent education students are a major audience of this program as Geography is identified as both an intermediate and senior teaching subject.

- **The Bachelor of Arts (BA) Geography program**
    - provides students with a high-quality education in geographical systems involving the investigation of physical and human environments.
    - provides students with a program f**ocused on human geography**;
    - provides students with research opportunities;
    - prepares students for a career in teaching;
    - prepares students for graduate studies;
    - prepares students for employment opportunities;
    - offers students a better understanding of their world;
    - offers students to opportunity to integrate technology with their selected geography program;
    - and provides students opportunities for work-related internships with government, non- government and other organizations throughout the region.

Curriculum Map: BA Geography

Course Requirements for Program Completion

Program: Bachelor of Arts		**Program Specialization: Geography, Honours Specialization & Specialization**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
GEOG 1016 (3 cr, 5 hr/wk) Introduction to Human Geography	**GEOG 2017** (3 cr, 5 hr/wk) GIS and Earth from Space	**3 credits of Regional Geography:** **GEOG 3076** (3 cr, 3 hr/wk) Regional Geography of Africa **GEOG 3406** (3 cr, 3 hr/wk) A Geography of Canada **GEOG 3606** (3 cr, 3 hr/wk) A Geography of Western Europe **GEOG 3706** (3 cr, 3 hr/wk) A Geography of Russia and the Eurasian Republics **GEOG 3707** (3 cr, 3 hr/wk) A Geography of Eastern Europe	**12/9 credits GEOG 3000-level**
GEOG 1017 (3 cr, 5 hr/wk) Introduction to Physical Geography	**GEOG 2026** (3 cr, 3 hr/wk) Introduction to Quantitative Methods	**12/15 credits of GEOG 3000-level**	**9/3 credits GEOG 3000-level or 4000-level**
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	**12 credits of:** **GEOG 2106** (4 cr, 4 hr/wk) Landscape and Surface Processes **ENSC 2116** (4 cr, 4 hr/wk) Hydroclimatology **GEOG 2136** (3 cr, 3 hr/wk) Cultural Geography **GEOG 2146** (3 cr, 3 hr/wk) Cities in a Changing World **GEOG 2226** (3 cr, 3 hr/wk) Environment and Society		
Core credits **6**	Core credits **18**	Core credits **15/18**	Core credits **21/12**

Curriculum Map: BA Geography

Program: Bachelor of Arts		Program Specialization: Geography, Major & Minor
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**
GEOG 1016 (3 cr, 5 hr/wk) Introduction to Human Geography and/or	**GEOG 2017** (3 cr, 5 hr/wk) GIS and the Earth from Space	**9 credits of GEOG 3000 level**
GEOG 1017 (3 cr, 5 hr/wk) Introduction to Physical Geography		
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	**15 credits of:** **GEOG 2026** (3 cr, 3 hr/wk) Introduction to Quantitative Methods **GEOG 2106** (4 cr, 4 hr/wk) Landscape and Surface Processes **ENSC 2116** (4 cr, 4 hr/wk) Hydroclimatology **GEOG 2136** (3 cr, 3 hr/wk) Cultural Geography **GEOG 2146** (3 cr, 3 hr/wk) Cities in a Changing World **GEOG 2226** (3 cr, 3 hr/wk) Environment and Society	**3 credits of Regional Geography:** **GEOG 3026** (3 cr, 3 hr/wk) Geography of Developing Countries **GEOG 3076** (3 cr, 3 hr/wk) Regional Geography of Africa **GEOG 3406** (3 cr, 3 hr/wk) A Geography of Canada **GEOG 3606** 39 cr, 3 hr/wk) A Geography of Western Europe **GEOG 3706** (3 cr, 3 hr/wk) A Geography of Russia and the Eurasian Republics **GEOG 3707** (3 cr, 3 hr/wk) A Geography of Eastern Europe
Core credits **6/3**	Core credits **18**	Core credits **12**

GEOG 3000 Level Credits

GEOG 3016 (3 cr, 3 hr/wk) Field Techniques in Geography
GEOG 3026 (3 cr, 3 hr/wk) Geography of Developing Countries
GEOG 3056 (3 cr, 5 hr/wk) Spatial Analysis Using GIS
GEOG 3057 (3 cr, 3 hr/wk) Environmental Geomorphology
GEOG 3066 (3 cr, 5 hr/wk) Remote Sensing of the Environment
GEOG 3076 (3 cr, 3 hr/wk) Regional Geography of Africa
GEOG 3096 (3 cr, 4 hr/wk) Environmental Hydrology
GEOG 3106 (3 cr, 3 hr/wk) Impact Assessment for Resource Management
GEOG 3126 (3 cr, 3 hr/wk) Geographies of Agriculture
GEOG 3136 (3 cr, 3 hr/wk) Global Economic Geographies
GEOG 3206 (3 cr, 3 hr/wk) Urban Growth and Development
GEOG 3207 (3 cr, 3 hr/wk) The Internal Structure of the City
GEOG 3217 (3 cr, 3 hr/wk) Political Geography and Development
GEOG 3236 (3 cr, 3 hr/wk) Geography of Environment and Health
GEOG 3237 (3 cr, 3 hr/wk) Global Environmental History
GEOG 3306 (3 cr, 3 hr/wk) Population Geography
GEOG 3316 (3 cr, 3 hr/wk) Geography of Health and Health Care
GEOG 3356 (3 cr, 3 hr/wk) Introduction to International Development
GEOG 3397 (3 cr, 4 hr/wk) Introductory Soil Science
GEOG 3406 (3 cr, 3 hr/wk) A Geography of Canada
GEOG 3436 (3 cr, 3 hr/wk) Earth Resources
GEOG 3606 (3 cr, 3 hr/wk) A Geography of Western Europe
GEOG 3706 (3 cr, 3 hr/wk) A Geography of Russia and the Eurasian Republics
GEOG 3707 (3 cr, 3 hr/wk) A Geography of Eastern Europe
GEOG 3906 (3 cr, 3 hr/wk) Selected Topics

Curriculum Map: BA Geography

GEOG 4000 Level Credits
GEOG 4026 (3 cr, 3 hr/wk) Political Ecology
GEOG 4027 (3 cr, 3 hr/wk) Spatial Computing
GEOG 4057 (3 cr, 4 hr/wk) Topics in GIS Applications
GEOG 4066 (3 cr, 4 hr/wk) Topics in Remote Sensing Applications
GEOG 4087 (3 cr, 3 hr/wk) Advanced Biogeography
GEOG 4106 (3 cr, 3 hr/wk) Terrain Analysis
GEOG 4116 (3 cr, 3 hr/wk) Pleistocene and Glacial Geomorphology
GEOG 4126 (3 cr, 3 hr/wk) Applied Hydrology for Snow and Ice Environments
GEOG 4127 (3 cr, 3 hr/wk) Lake and Wetland Environments
GEOG 4227 (3 cr, 3 hr/wk) Themes in Social and Cultural Geography
GEOG 4237 (3 cr, 3 hr/wk) Urban Health
GEOG 4247 (3 cr, 3 hr/wk) Environmental Modeling
GEOG 4317 (3 cr, 3 hr/wk) Issues in Global Economic Geographies
GEOG 4437 (3 cr, 3 hr/wk) Hazards Geography
GEOG 4777 (3 cr, 3 hr/wk) Water Governance
GEOG 4806 (3 cr, 3 hr/wk) Natural Resource Development in Regional Planning
GEOG 4807 (3 cr, 3 hr/wk) Natural Resource Management
GEOG 4816 (3 cr, 3 hr/wk) Landscapes and urban Planning
GEOG 4817 (3 cr, 3 hr/wk) urban Land Use Planning in Canada
GEOG 4906 (3 cr, 3 hr/wk) Natural Resource Development in Regional Planning
GEOG 4907 (3 cr, 3 hr/wk) Selected Topics in Physical Geography
GEOG 4976 (3 cr, ? hr/wk) Geography Field Camp
GEOG 4986 (3 cr, ? hr/wk) Directed Studies
GEOG 4995 (6 cr, ? hr/wk) Senior Seminar and Thesis

Additional Discipline Requirements:

Honours Specialization

- 15 credits of GEOG 3000 Level
- 12 credits of GEOG 4000 Level
- 9 credits of GEOG 3000 or 4000 Level

Specialization

- 18 credits of GEOG 3000 Level
- 9 credits of GEOG 3000 Level
- 3 credits of GEOG 3000 or 4000 Level

Major

- 9 credits of GEOG 3000 Level

Minor

- GEOG 1016 or 1017
- 15 credits of GEOG Upper Level

Additional Degree Requirements:

Honours Specialization, Specialization, and Major:

- 3 credits of Humanities

Bachelor of Arts Degree Requirements:

Honours Specialization

a) Must complete 120 credits including 60 credits in the Honours Specialization
b) Must achieve a minimum 70% average in the 60 credits presented for the Honours Specialization
c) Students may only count a maximum of 9 credits from Regional Geography towards the program

Specialization

a) Must complete 120 credits including 54 credits in the Specialization
b) Must achieve a minimum 60% average in the 54 credits presented for the Specialization
c) Students may only count 9 credits from Regional Geography towards the program

Curriculum Map: BA Geography

Major

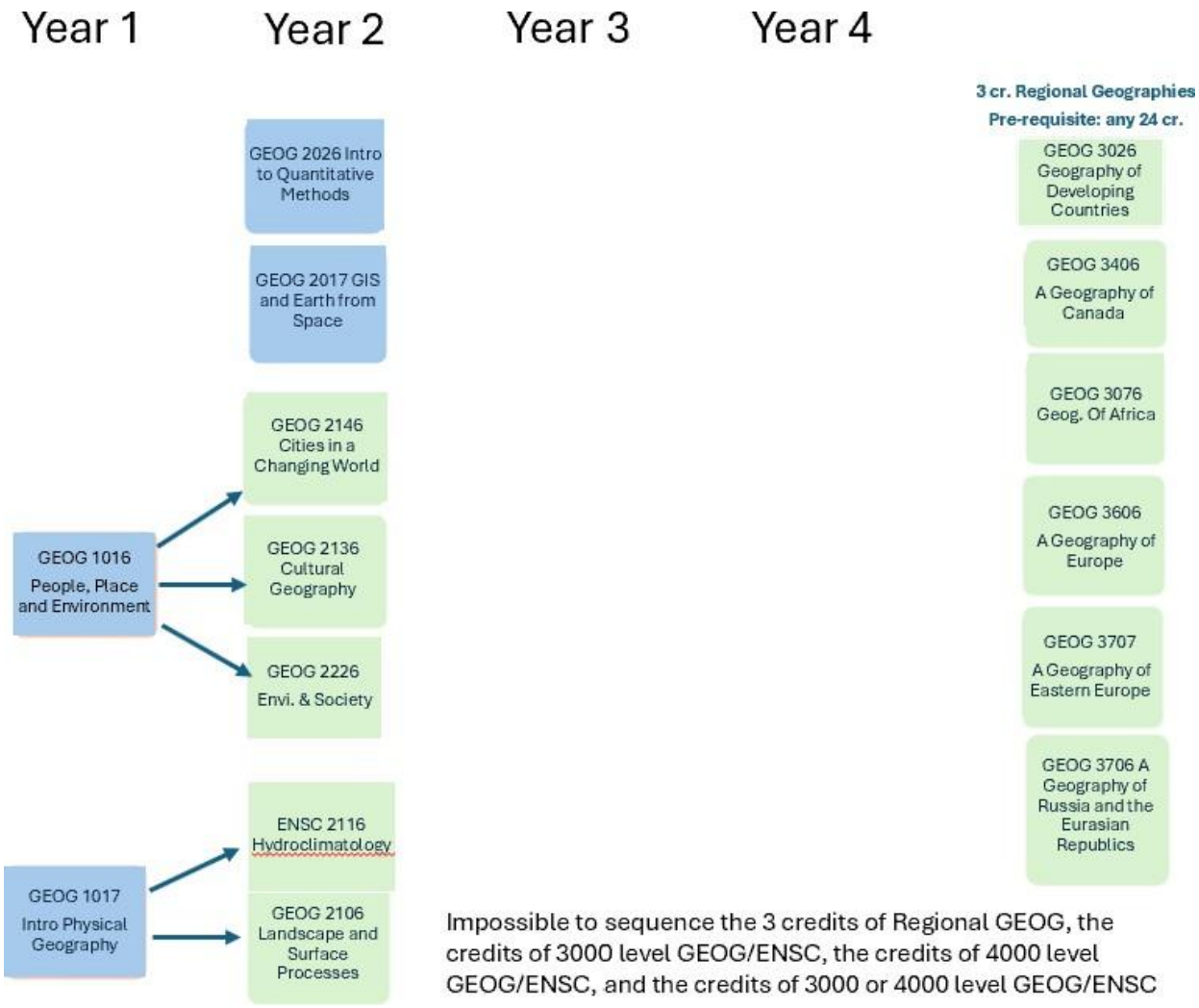
a) Must complete 36 credits in the Major
b) Must achieve a minimum 60% average in the 36 credits presented in the Major

Minor

a) Must complete 18 credits in Geography as outlined
a. Must achieve a minimum 60% average in the 18 credits presented for the Minor

Curriculum Map: BA Geography

Course Sequencing: Geography Courses (30 credits)



Impossible to sequence the 3 credits of Regional GEOG, the credits of 3000 level GEOG/ENSC, the credits of 4000 level GEOG/ENSC, and the credits of 3000 or 4000 level GEOG/ENSC

Curriculum Map: BA Geography

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Explain key concepts, methods, and theories of geography and its various sub-disciplines, including human- environment interactions, spatial analysis.
2. Apply geographical knowledge to real world issues such as climate change, water resource and environmental management.
3. Apply geographical techniques to real work issues, including geomatics, quantitative, and/or qualitative methods.
4. Demonstrate critical thinking, analytical skills and problem solving inside and outside the discipline of geography.
5. Demonstrate proficiency in spatial thinking including the ability to interpret maps, analyze spatial data, and visualize geographic patterns.
6. Demonstrate a strong understanding of human and physical geography with an emphasis on Canadian and northern regional environments.
7. Conduct independent, collaborative, and ethical research, develop and refine research questions, and effectively communicate their findings.
8. Recognize the interconnectedness of various geographic systems, including the natural environment, human societies, and economic systems, and understand how these systems interact at different scales.

Curriculum Map: BA Geography

Program-Level Outcomes Progression Matrix

The follow matrix documents the progression of learning of students within the program. Note: Dependent on the program the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Note that as the BA Geography program has no specific courses required at the 3000 and 4000 level, the program-level outcomes matrix will not necessarily show progression to 'Proficient'.
Highlighted color of courses indicate they are considered equivalent courses for program level outcomes.

Outcome	GEOG 1016	GEOG 1017	GEOG 2017	GEOG 2026	GEOG 2106	ENSC 2116	GEOG 2136	GEOG 2146	GEOG 2226	GEOG 3026	GEOG 3076	GEOG 3406	GEOG 3606	GEOG 3706	GEOG 3707
	Year 1		Year 2								Year 3				
1	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I						
2	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I
3	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I						
4	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I						
5	B	B		B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I
6	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I
7	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I
8	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B-I

Curriculum Map: BA Geography

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.

   b. work independently and productively.
   c. set personal and professional goals and establish a plan of action to attain those goals.
   d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
   a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
   b. demonstrate strong interpersonal skills.
   c. demonstrate leadership skills by motivating, including, and supporting others.
   d. seek opportunities to collaborate.
   e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
   a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
   b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
   a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
   b. demonstrate knowledge of Anishinabek ontologies. (Senate: on hold)
   c. initiate change.
   d. utilize their knowledge and skills to positively impact their community.

Curriculum Map: BA Geography

University-Level Outcomes Progression Matrix

The follow matrix documents the progression of learning of students within the program as part of Nipissing University. Note: Dependent on the program the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Outcome	GEOG 1016	GEOG 1017	GEOG 2017	GEOG 2026	GEOG 2106	ENSC 2116	GEOG 2136	GEOG 2146	GEOG 2226	GEOG 3026	GEOG 3076	GEOG 3406	GEOG 3606	GEOG 3706	GEOG 3707
	Year 1		Year 2							Year 3					
1	B	B		B-I	B-I	B-I	B-I	B-I	B-I						
2	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	I
3				B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	I
4	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I						
5	B	B		B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	I
6	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	I
7	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I	I	I	I	I	I
8							B-I	B-I	B-I						

Curriculum Map: BA Geography

Resource Links

Ontario Universities, Council on Quality Assurance

Definitions — Ontario Universities Council on Quality Assurance

Program Objectives and Program-level Learning Outcomes — Ontario Universities Council on Quality Assurance

Curriculum Map: BA Environmental Geography

Instructions

This template enables the mapping of a program's curriculum.

Note: the template provides initial tables for a full 4-year program; this enables those using the curriculum to remove any rows or columns that do not apply.

Sections within the document:

Program Purpose and objectives

- The program's purpose often is used as the paragraph for marketing or to describe the program within the academic calendar.
- Program objectives are high-level goals. See **Program Objectives and Program-level Learning Outcomes** — Ontario Universities Council on Quality Assurance for further information and guidance.

Course Requirements

- This section contains a table that graphically represents the program's requirements per the Academic Calendar.

Course Sequencing

- The student pathway(s) through the program.
- Provides the students' progress through each concentration or stream focusing on prerequisites, corequisites and antirequisites.

Program-Level Outcomes and Matrix

- Provides the Program-Level Student Learning Outcomes
- Provides the relationship between the required courses within the program and the program-level outcomes.
- Illustrates the progression of learning across the program for each program-level outcome.

University-Level Outcomes and Matrix

- Provides the University-Level Student Learning Outcomes
- Provides the relationship between the required courses within the program and the university-level outcomes.
- Illustrates the progression of learning across the program for each university-level outcome.

Curriculum Map: BA Environmental Geography

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Curriculum Map: BA Environmental Geography

Purpose of Program

The purpose of the program is often used as the paragraph used to describe program in marketing material or the academic calendar.

Program Objectives

- Geographers study the **environment**. More specifically they study natural and human systems, often with interest in understanding how these systems affect one another. Many of the most pressing environmental problems are the focus of geographical studies (e.g. climate change, water management, environmental change, globalization).
- The **Bachelor of Arts (BA) Environmental Geography program** provides students with an **interdisciplinary** course of studies focusing on various aspects of the environment. Individual courses examine topics of environmental concern such as changing climates, environmental pollution, evaluation and utilization of our resource base, landscape analysis, ecological issues, and the application of these topics within both urban and rural settings. The study of such topics provides students with a broad understanding of the environment, its problems, and alternative solutions. Within the program courses in Geography are selected to provide a basic understanding of the physical and human aspects of the environment. In addition, required Environmental Science courses integrate and apply ecological concepts to contemporary issues and problems.

- **The Bachelor of Arts (BA) Environmental Geography program**
    - provides students with a high-quality **interdisciplinary** education in geographical systems involving the investigation of physical and human environments.
    - provides students with research opportunities;
    - prepares students for a career in teaching;
    - prepares students for graduate studies;
    - prepares students for employment opportunities;
    - offers students a better understanding of their world;
    - offers students to opportunity to integrate technology with their selected geography program;
    - and provides students opportunities for work-related internships with government, non- government and other organizations throughout the region.

Curriculum Map: BA Environmental Geography

Course Requirements for Program Completion

Program: Bachelor of Arts		**Program Specialization: Environmental Geography – Honours Specialization, Specialization, & Major**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
GEOG 1016 (3 cr, 5 hr/wk) Introduction to Human Geography	**GEOG 2017** (3 cr, 5 hr/wk) GIS and the Earth from Space	**12 cr GEOG 3000-level**	**9/3 cr GEOG 4000-level**
GEOG 1017 (3 cr, 5 hr/wk) Introduction to Physical Geography	**GEOG 2026** (3 cr, 3 hr/wk) Introduction to Quantitative Methods		**3 cr GEOG 3000-level or 4000-level**
ENSC 1006 (3 cr, 3 hr/wk) Environmental Biology	**12 credits of:** **GEOG 2106** (3 cr, 3 hr/wk) Geomorphology **ENST 2116** (3 cr, 4 hr/wk) Hydroclimatology **GEOG 2136** (3 cr, 3 hr/wk) Cultural Geography **GEOG 2146** (3 cr, 3 hr/wk) Cities in a Changing World **GEOG 2226** (3 cr, 3 hr/wk) Environment and Society		
ENSC 1007 (3 cr, 3 hr/wk) Environmental Problems of the 21rst Century	**6 credits of:** **BIOL 1007** (3 cr, 6 hr/wk) Introduction to Organismal and Evolutionary Biology **BIOL 2337** (3 cr, 6 hr/wk) The Biology of Seed Plants **BIOL 2446** (3 cr, 6 hr/wk) Principles of Ecology **BIOL 2837** (3 cr, 6 hr/wk) Vertebrate Zoology **ENSC 2006** (3 cr, 4 hr/wk) Topics in Environmental Science I **ENSC 2007** (3 cr, 4 hr/wk) Topics in Environmental Science II		
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing			
Core credits **12 (excl ACAD)**	Core credits **24**	Core credits **12**	Core credits **12/6**

GEOG 3000 level credits

GEOG 3000 Level Credits

GEOG 3016 (3 cr, 3 hr/wk) Field Techniques in Geography
GEOG 3026 (3 cr, 3 hr/wk) Geography of Developing Countries
GEOG 3056 (3 cr, 5 hr/wk) Spatial Analysis Using GIS
GEOG 3057 (3 cr, 3 hr/wk) Environmental Geomorphology
GEOG 3066 (3 cr, 5 hr/wk) Remote Sensing of the Environment
GEOG 3076 (3 cr, 3 hr/wk) Regional Geography of Africa
GEOG 3096 (3 cr, 4 hr/wk) Environmental Hydrology
GEOG 3106 (3 cr, 3 hr/wk) Impact Assessment for Resource Management
GEOG 3126 (3 cr, 3 hr/wk) Geographies of Agriculture
GEOG 3136 (3 cr, 3 hr/wk) Global Economic Geographies
GEOG 3206 (3 cr, 3 hr/wk) Urban Growth and Development
GEOG 3207 (3 cr, 3 hr/wk) The Internal Structure of the City
GEOG 3217 (3 cr, 3 hr/wk) Political Geography and Development
GEOG 3236 (3 cr, 3 hr/wk) Geography of Environment and Health
GEOG 3237 (3 cr, 3 hr/wk) Global Environmental History
GEOG 3306 (3 cr, 3 hr/wk) Population Geography
GEOG 3316 (3 cr, 3 hr/wk) Geography of Health and Health Care
GEOG 3356 (3 cr, 3 hr/wk) Introduction to International Development
GEOG 3397 (3 cr, 4 hr/wk) Introductory Soil Science
GEOG 3406 (3 cr, 3 hr/wk) A Geography of Canada
GEOG 3436 (3 cr, 3 hr/wk) Earth Resources

Curriculum Map: BA Environmental Geography

GEOG 3606 (3 cr, 3 hr/wk) A Geography of Western Europe
GEOG 3706 (3 cr, 3 hr/wk) A Geography of Russia and the Eurasian Republics
GEOG 3707 (3 cr, 3 hr/wk) A Geography of Eastern Europe
GEOG 3906 (3 cr, 3 hr/wk) Selected Topics

GEOG 4000 Level Credits
GEOG 4026 (3 cr, 3 hr/wk)Political Ecology
GEOG 4027 (3 cr, 3 hr/wk) Spatial Computing
GEOG 4057 (3 cr, 4 hr/wk) Topics in GIS Applications
GEOG 4066 (3 cr, 4 hr/wk) Topics in Remote Sensing Applications
GEOG 4087 (3 cr, 3 hr/wk) Advanced Biogeography
GEOG 4106 (3 cr, 3 hr/wk) Terrain Analysis
GEOG 4116 (3 cr, 3 hr/wk) Pleistocene and Glacial Geomorphology
GEOG 4126 (3 cr, 3 hr/wk) Applied Hydrology for Snow and Ice Environments
GEOG 4127 (3 cr, 3 hr/wk) Lake and Wetland Environments
GEOG 4227 (3 cr, 3 hr/wk) Themes in Social and Cultural Geography
GEOG 4237 (3 cr, 3 hr/wk) Urban Health
GEOG 4247 (3 cr, 3 hr/wk) Environmental Modeling
GEOG 4317 (3 cr, 3 hr/wk) Issues in Global Economic Geographies
GEOG 4437 (3 cr, 3 hr/wk) Hazards Geography
GEOG 4777 (3 cr, 3 hr/wk) Water Governance
GEOG 4806 (3 cr, 3 hr/wk) Natural Resource Development in Regional Planning
GEOG 4807 (3 cr, 3 hr/wk) Natural Resource Management
GEOG 4816 (3 cr, 3 hr/wk) Landscapes and urban Planning
GEOG 4817 (3 cr, 3 hr/wk) urban Land Use Planning in Canada
GEOG 4906 (3 cr, 3 hr/wk) Natural Resource Development in Regional Planning
GEOG 4907 (3 cr, 3 hr/wk) Selected Topics in Physical Geography
GEOG 4976 (3 cr, ? hr/wk) Geography Field Camp
GEOG 4986 (3 cr, ? hr/wk) Directed Studies
GEOG 4995 (6 cr, ? hr/wk) Senior Seminar and Thesis

Program: Bachelor of Arts		**Program Specialization: Geography, Certificate in Geomatics**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
	GEOG 2017 (3 cr, 5 hr/wk) GIS and the Earth from Space	**GEOG 3056** (3 cr, 5 hr/wk) Spatial Analysis Using GIS	**One of the following:** **GEOG 4066** (3 cr, 4 hr/wk) Topics in Remote Sensing Applications **GEOG 4057** (3 cr, 4 hr/wk) Topics in GIS Applications
		GEOG 3066 (3 cr, 5 hr/wk) Remote Sensing of the Environment	**One of the following that has not been used to satisfy the above requirement:** **GEOG 4027** (3 cr, 3 hr/wk) Spatial Computing **GEOG 4057** (3 cr, 4 hr/wk) Topics in GIS Applications **GEOG 4066** (3 cr, 4 hr/wk) Topics in Remote Sensing Applications **GEOG 4506** (3 cr, 60 hr/term) Professional Internship in Geography **GEOG 4986** (3 cr) Directed Studies **GEOG 4995** (6 cr) Senior Seminar and Thesis

*This is available to any student who has met the requirements.

Program: Bachelor of Arts		**Program Specialization: Geography, Certificate in Environmental Management**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
	6 credits of: **ENSC 2007** (3 cr, 4 hr/wk) Topics in Environmental Science II **ANTH 3006** (3 cr, 3 hr/wk) Anthropology of Development in Canadian North **ECON 3006** (3 cr, 3 hr/wk) Environmental Economics	**GEOG 2226** (3 cr, 3 hr/wk) Environment and Society	**9 credits of:** **GEOG 4026** (3 cr, 3 hr/wk) Political Ecology **GEOG 4317** (3 cr, 3 hr/wk) Issues in Global Economic Geography **GEOG 4437** (3 cr, 3 hr/wk) At Risk: The Geography of Environmental Hazards

Curriculum Map: BA Environmental Geography

	GEOG 3126 (3 cr, 3 hr/wk) Food and Agricultural Systems **GEOG 3436** (3 cr, 3 hr/wk) Earth Resources	**SOCI 3027** (3 cr, 3 hr/wk) Indigenous Peoples and the State **GEOG 3106** (3 cr, 3 hr/wk) Impact Assessment for Resource Management **GEOG 3237** (3 cr, 3 hr/wk) Global Environmental History	**GEOG 4777** (3 cr, 3 hr/wk) Water Governance **GEOG 4807** (3 cr, 3 hr/wk) Natural Resource Management

*This is available to any student who has met the requirements.

Additional Discipline Requirements:

Honours Specialization

- 12 credits of GEOG 3000 Level
- 9 credits of GEOG 4000 Level
- 3 credits of GEOG 3000 or 4000 Level

Specialization

- 12 credits of GEOG 3000 Level
- 3 credits of GEOG 4000 Level
- 3 credits of GEOG 3000 or 4000 Level

Additional Degree Requirements:

Honours Specialization, Specialization, and Major

- 3 credits of Humanities

Specialization

- 60 credits of Electives

Bachelor of Arts Degree Requirements:

Honours Specialization

a. Must complete 120 credits including 60 credits in the Honours Specialization
b. Must achieve a minimum 70% average in the 60 credits presented for the Honours Specialization
c. Students may only count a maximum of 9 credits from Regional Geography towards the program

Specialization

a. Must complete 120 credits including 54 credits in the Specialization
b. Must achieve a minimum 60% average in the 54 credits presented for the Specialization
c. Students may only count a maximum of 9 credits from Regional Geography towards the program

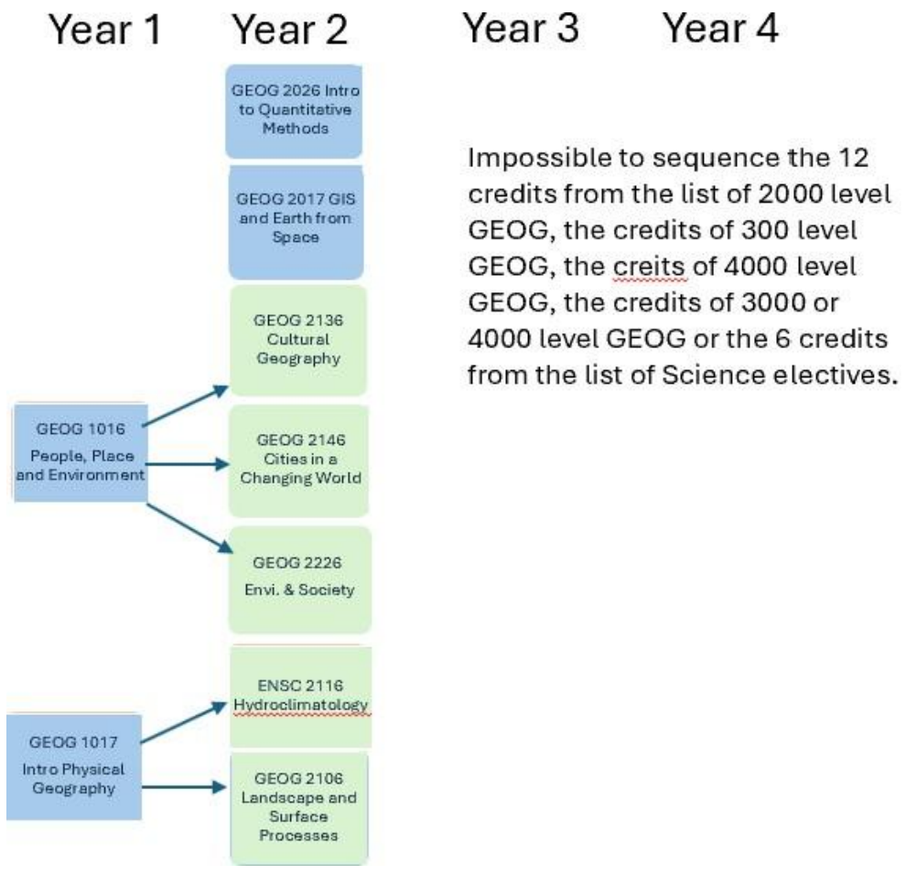
Major

a. Students must complete 36 credits in the Major
b. Must achieve a minimum 60% average in the 36 credits presented in the Major

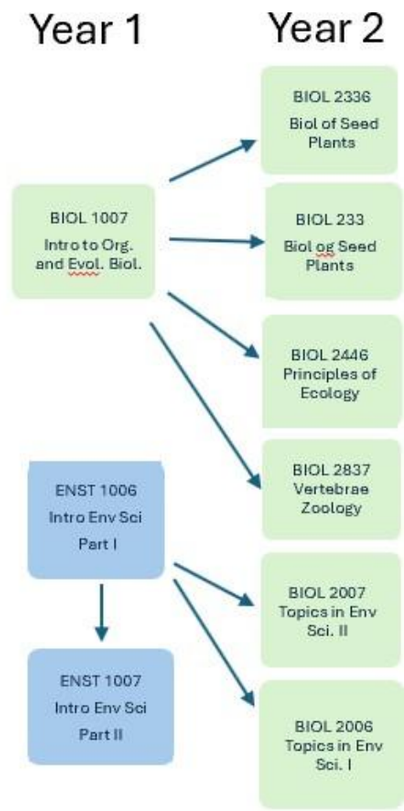
Curriculum Map: BA Environmental Geography

Course Sequencing (Providing students' pathways via prerequisites, corequisites and antirequisites).

Geography Courses (30 credits)



Environmental and Biology Courses (6 credits)



Curriculum Map: BA Environmental Geography

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Explain key concepts, methods, and theories in the study of connections among human and natural environmental systems
2. Demonstrate the ability to apply knowledge of key human and biophysical processes in subfields within geography and other environmental disciplines.
3. Demonstrate critical thinking, analytical skills and problem solving inside and outside the discipline of geography
4. Demonstrate the ability to use an advanced range of established techniques, including quantitative methods and discipline-specific laboratory techniques including geomatics
5. Demonstrate an ability to gather, review, evaluate and interpret information from one or more of the sub-disciplines within geography and across disciplinary boundaries.
6. Demonstrated an advanced knowledge of the economic, legal, social, cultural, ethical issues and the links to environmental problems.
7. Demonstrate advanced knowledge of local, regional, national and international environmental issues.
8. Demonstrate the ability to review, present, and interpret quantitative and/or qualitative information.

Curriculum Map: BA Environmental Geography

Program-Level Outcomes Progression Matrix

The follow matrix documents the progression of learning of students within the program. Note: Dependent on the program the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Note that as the BA Environmental Geography program has no specific courses required at the 3000 and 4000 level, the program-level outcomes matrix will not necessarily show progression to 'Proficient'. Highlighted color of courses indicate they are considered equivalent courses for program level outcomes.

Outcome	GEOG 1016	GEOG 1017	ENSC 1006	ENSC 1007	GEOG 2017	GEOG 2026	GEOG 2106	ENST 2116	GEOG 2136	GEOG 2146	GEOG 2226	BIOL 1007	BIOL 2337	BIOL 2446	BIOL 2837	ENSC2006	ENSC2007
	Year 1				Year 2												
1	B	B	B	B			B-I	B-I	B-I	B-I	B-I					B-I	B-I
2	B	B	B	B			B-I	B-I	B-I	B-I	B-I	B	B	B	B	B-I	B-I
3	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B	B	B	B	B-I	B-I
4	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B	B	B	B	B-I	B-I
5	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B	B	B	B	B-I	B-I
6	B								B-I	B-I	B-I					B-I	B-I
7	B	B	B	B			B-I	B-I	B-I	B-I	B-I	B	B	B	B	B-I	B-I
8	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B	B	B	B	B-I	B-I

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.

Curriculum Map: BA Environmental Geography

   c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
   a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
   a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
   b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
   a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
   b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
   c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
   a. initiate action and demonstrate confidence in the application of their knowledge and skills.
   b. work independently and productively.
   c. set personal and professional goals and establish a plan of action to attain those goals.
   d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
   a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
   b. demonstrate strong interpersonal skills.
   c. demonstrate leadership skills by motivating, including, and supporting others.
   d. seek opportunities to collaborate.
   e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
   a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
   b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
   a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.

b. demonstrate knowledge of Anishinabek ontologies. (Senate: on hold)
c. initiate change.
d. utilize their knowledge and skills to positively impact their community.

University-Level Outcomes Progression Matrix

The follow matrix documents the progression of learning of students within the program as part of Nipissing University.

Note: Dependent on the program the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Outcome	GEOG 1016	GEOG 1017	ENSC 1006	ENSC 1007	GEOG 2017	GEOG 2026	GEOG 2106	ENST 2116	GEOG 2136	GEOG 2146	GEOG 2226	BIOL 1007	BIOL 2337	BIOL 2446	BIOL 2837	ENSC2006	ENSC2007
	Year 1				Year 2												
1	B	B	B	B		B-I	B-I	B-I	B-I	B-I	B-I	B	B-I	B-I	B-I	B-I	B-I
2	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B	B-I	B-I	B-I	B-I	B-I
3			B	B		B-I	B-I	B-I	B-I	B-I	B-I					B-I	B-I
4	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B	B-I	B-I	B-I	B-I	B-I
5	B	B	B	B		B-I	B-I	B-I	B-I	B-I	B-I	B	B-I	B-I	B-I	B-I	B-I
6	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B	B-I	B-I	B-I	B-I	B-I
7	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	B	B-I	B-I	B-I	B-I	B-I
8									B-I	B-I	B-I						

Curriculum Map: BA Environmental Geography

Resource Links

Ontario Universities, Council on Quality Assurance

Definitions — Ontario Universities Council on Quality Assurance

Program Objectives and Program-level Learning Outcomes — Ontario Universities Council on Quality Assurance

Curriculum Map: BSc Physical and Env. Geography

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Geography Courses (27 credits) ..... **Error! Bookmark not defined.**

Geology Courses (6 credits) ..... **Error! Bookmark not defined.**

MATH Courses (3 credits) ..... **Error! Bookmark not defined.**

Program-Level Outcomes Matrix 8

University Level Outcomes 9

University-Level Student Learning Outcomes 9

University-Level Outcome Matrix 10

Curriculum Map: BSc Physical and Env. Geography

Purpose of Program

- Geographers study the **environment**. More specifically they study natural and human systems, often with interest in understanding how these systems affect one another. Many of the most pressing environmental problems are the focus of geographical studies (e.g. climate change, water management, environmental change, globalization).
- The **Bachelor of Science (BSc) Physical and Environmental Geography program** provides students with a strong background in Physical and Environmental Geography courses along with an appropriate number of Science courses beneficial for future careers as **Environmental Scientists**.

- **The Bachelor of Science (BSc) Physical and Environmental Geography**
  - provides students with a high-quality **science-focused** education in geographical systems involving the investigation of physical and human environments.
  - provides students with research opportunities;
  - prepares students for a career in teaching;
  - prepares students for graduate studies;
  - prepares students for employment opportunities;
  - offers students a better understanding of their world;
  - offers students to opportunity to integrate technology with their selected geography program;
  - and provides students opportunities for work-related internships with government, non- government and other organizations throughout the region.

Curriculum Map: BSc Physical and Env. Geography

Course Requirements for Program Completion

Blue – required GEOG course; White – required 'Other' course; Green – Choose one of the following.

Curriculum Map: BSc Physical and Env. Geography

Program: Bachelor of Science		Program Specialization: Environment and Physical Geography, Honours Specialization, Specialization & Major	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3 (CORE)**	**Year 4 (CORE)**
GEOG 1016 (3 cr, 5 hr/wk) Introduction to Human Geography	**GEOG 2017** (3 cr, 5 hr/wk) GIS and Earth from Space	**GEOG 3086** (3 cr, 3 hr/wk) Principles of Biogeography	**6/3 credits from GEOG 4000 - level**
GEOG 1017 (3 cr, 5 hr/wk) Introduction to Physical Geography	**GEOG 2026** (3 cr, 3 hr/wk) Introduction to Quantitative Methods	**6/9/12 credits from GEOG 3000- level**	**12/6 credits from GEOG/ENSC 3000- level or 4000-level**
3 credits of: **GEOL 1006** (3 cr, 6 hr/wk) The Earth's Interior **GEOL 1007** (3 cr, 6 hr/wk) Surficial Geology	**GEOG 2106** (3 cr, 3 hr/wk) Landscape and Surface Processes	**6/0 credits from:** **GEOG 2016** Field Techniques in Geography **GEOG 3056** Spatial Analysis Using GIS **ENSC 3057** Environmental Geomorphology **GEOG** 3066 Remote Sensing of the Environment **ENSC** 3096 Environmental Hydrology **GEOG** 3397 Introductory Soil Science **GEOG 3436** Earth Resources	**6 credits from:** **ENSC 4147** Changing Climate: Impacts, Insights, and Innovations **ENSC 4247** Environmental Modelling **GEOG 4066** Topics in Remote Sensing Applications **GEOG 4087** Advanced Biogeography **GEOG 4027** Spatial Computing **GEOG 4057** Topics in GIS Applications **GEOG 4146** Paleoecology and Past Environmental Change **GEOG 4516** Biogeochemistry of the Anthropocene **GEOG 4906** Selected Topics in Physical Geography
3 credits of: **MATH 1036** (3 cr, 5 hr/wk) Calculus I **MATH 1046** (3 cr, 4 hr/wk) Introductory Linear Algebra **MATH 1056** (3 cr, 4 hr/wk) Discrete Mathematics	**ENSC 2116** (3 cr, 4 hr/wk) Hydroclimatology		
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing			
12 credits of Extra Science Listing (not already used to satisfy above)	**3 credits of:** **GEOG 2136** (3 cr, 3 hr/wk) Cultural Geography **GEOG 2146** (3 cr, 3 hr/wk) Cities in a Changing World **GEOG 2226** (3 cr, 3 hr/wk) Environment and Society		
Core credits **6**	Core credits **15**	Core credits **15/18/12**	Core credits **24/15**

Curriculum Map: BSc Physical and Env. Geography

Science Listing

BIOL 1007 (3 cr, 6 hr/wk) Introduction to Organismal and Evolutionary Biology
CHEM 1006 (3 cr, 6 hr/wk) General Chemistry I
CHEM 1007 (3 cr, 6 hr/wk) General Chemistry II
COSC 1557 (3 cr, 4 hr/wk) Introduction to Computer Science
COSC 1567 (3 cr, 4 hr/wk) Programming in C++
COSC 1666 39 cr, 3 hr/wk) Engineering Graphics
COSC 1757 (3 cr, 4 hr/wk) Digital Systems
GEOL 1006 (3 cr, 6 hr/wk) The Earth's Interior
GEOL 1007 (3 cr, 6 hr/wk) Surficial Geology
MATH 1036 (3 cr, 5 hr/wk) Calculus I
MATH 1046 (3 cr, 4 hr/wk) Introductory Linear Algebra
MATH 1056 (3 cr, 4 hr/wk) Discrete Mathematics
PHYS 1006 (3 cr, 6 hr/wk) General Physics I: Mechanics
PHYS 1007 (9 cr, 9 hr/wk) General Physics II: Mechanical Wave, Fluid Mechanics and Thermodynamics

GEOG 3000 level credits

GEOG 3016 (3 cr, 3 hr/wk) Field Techniques in Geography
GEOG 3026 (3 cr, 3 hr/wk) Geography of Developing Countries
GEOG 3056 (3 cr, 5 hr/wk) Spatial Analysis Using GIS
GEOG 3057 (3 cr, 3 hr/wk) Environmental Geomorphology
GEOG 3066 (3 cr, 5 hr/wk) Remote Sensing of the Environment
GEOG 3076 (3 cr, 3 hr/wk) Regional Geography of Africa
GEOG 3096 (3 cr, 4 hr/wk) Environmental Hydrology
GEOG 3106 (3 cr, 3 hr/wk) Impact Assessment for Resource Management
GEOG 3126 (3 cr, 3 hr/wk) Geographies of Agriculture
GEOG 3136 (3 cr, 3 hr/wk) Global Economic Geographies
GEOG 3206 (3 cr, 3 hr/wk) Urban Growth and Development
GEOG 3207 (3 cr, 3 hr/wk) The Internal Structure of the City
GEOG 3217 (3 cr, 3 hr/wk) Political Geography and Development
GEOG 3236 (3 cr, 3 hr/wk) Geography of Environment and Health
GEOG 3237 (3 cr, 3 hr/wk) Global Environmental History
GEOG 3306 (3 cr, 3 hr/wk) Population Geography
GEOG 3316 (3 cr, 3 hr/wk) Geography of Health and Health Care
GEOG 3356 (3 cr, 3 hr/wk) Introduction to International Development
GEOG 3397 (3 cr, 4 hr/wk) Introductory Soil Science
GEOG 3406 (3 cr, 3 hr/wk) A Geography of Canada
GEOG 3436 (3 cr, 3 hr/wk) Earth Resources
GEOG 3606 (3 cr, 3 hr/wk) A Geography of Western Europe
GEOG 3706 (3 cr, 3 hr/wk) A Geography of Russia and the Eurasian Republics
GEOG 3707 (3 cr, 3 hr/wk) A Geography of Eastern Europe
GEOG 3906 (3 cr, 3 hr/wk) Selected Topics

GEOG 4000 Level Credits

GEOG 4026 (3 cr, 3 hr/wk)Political Ecology
GEOG 4027 (3 cr, 3 hr/wk) Spatial Computing
GEOG 4057 (3 cr, 4 hr/wk) Topics in GIS Applications
GEOG 4066 (3 cr, 4 hr/wk) Topics in Remote Sensing Applications
GEOG 4087 (3 cr, 3 hr/wk) Advanced Biogeography
GEOG 4106 (3 cr, 3 hr/wk) Terrain Analysis
GEOG 4116 (3 cr, 3 hr/wk) Pleistocene and Glacial Geomorphology
GEOG 4126 (3 cr, 3 hr/wk) Applied Hydrology for Snow and Ice Environments
GEOG 4127 (3 cr, 3 hr/wk) Lake and Wetland Environments
GEOG 4227 (3 cr, 3 hr/wk) Themes in Social and Cultural Geography
GEOG 4237 (3 cr, 3 hr/wk) Urban Health
GEOG 4247 (3 cr, 3 hr/wk) Environmental Modeling
GEOG 4317 (3 cr, 3 hr/wk) Issues in Global Economic Geographies
GEOG 4437 (3 cr, 3 hr/wk) Hazards Geography
GEOG 4777 (3 cr, 3 hr/wk) Water Governance
GEOG 4806 (3 cr, 3 hr/wk) Natural Resource Development in Regional Planning
GEOG 4807 (3 cr, 3 hr/wk) Natural Resource Management
GEOG 4816 (3 cr, 3 hr/wk) Landscapes and urban Planning
GEOG 4817 (3 cr, 3 hr/wk) Urban Land Use Planning in Canada

Curriculum Map: BSc Physical and Env. Geography

GEOG 4906 (3 cr, 3 hr/wk) Natural Resource Development in Regional Planning
GEOG 4907 (3 cr, 3 hr/wk) Selected Topics in Physical Geography
GEOG 4976 (3 cr, ? hr/wk) Geography Field Camp
GEOG 4986 (3 cr, ? hr/wk) Directed Studies
GEOG 4995 (6 cr, ? hr/wk) Senior Seminar and Thesis

Additional Discipline Requirements:

Honours Specialization

- 15 credits of GEOG 3000 Level
- 12 credits of GEOG 4000 Level
- 12 credits of GEOG 3000 or 4000 Level

Specialization

- 24 credits of GEOG 3000 Level
- 9 credits of GEOG 4000 Level
- 6 credits of GEOG 3000 or 4000 Level

Additional Degree Requirements:

- 3 credits of Humanities

Science Degree Requirements:

Honours Specialization

a) Must complete 120 credits including 60 credits in the Honours Specialization
b) Must achieve a minimum 70% average in the 60 credits presented for the Honours Specialization
c) Students may only count a maximum of 9 credits from Regional Geography towards the program

Specialization

a) Must complete 120 credits including 54 credits in the Specialization
b) Must achieve a minimum 60% average in the 54 credits presented for the Specialization
c) Students may only count 9 credits from Regional Geography towards the program

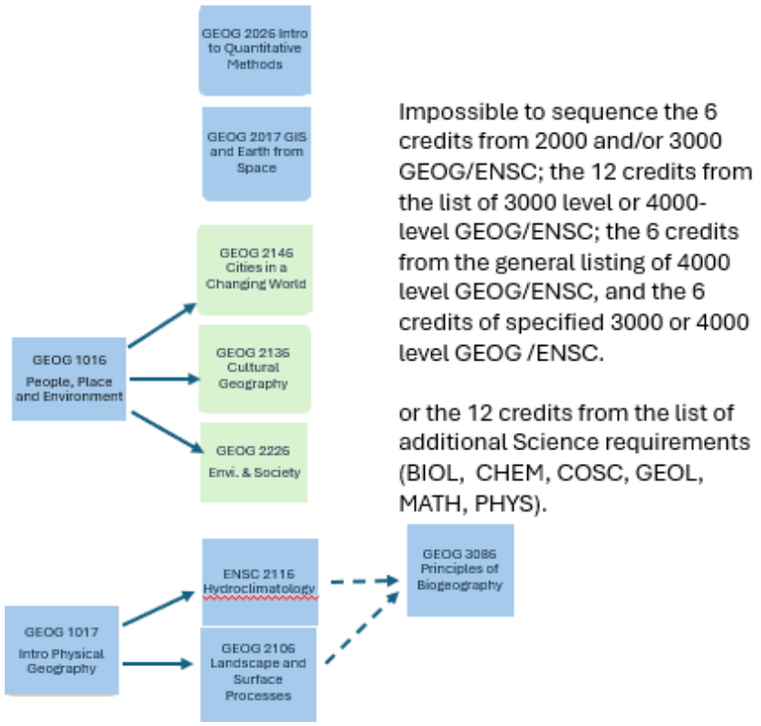
Major

a) Must complete 36 credits in the Major
b) Must achieve a minimum 60% average in the 36 credits presented in the Major

Curriculum Map: BSc Physical and Env. Geography

Course Sequencing (Illustrates Prerequisites, Co-requisites)

Geography Courses (27 credits)



Impossible to sequence the 6 credits from 2000 and/or 3000 GEOG/ENSC; the 12 credits from the list of 3000 level or 4000-level GEOG/ENSC; the 6 credits from the general listing of 4000 level GEOG/ENSC, and the 6 credits of specified 3000 or 4000 level GEOG /ENSC.

or the 12 credits from the list of additional Science requirements (BIOL, CHEM, COSC, GEOL, MATH, PHYS).

Geology Courses (3 credits)

Year 1

- GEOG 1006 The Earth's Interior
- GEOL 1007 Surficial Geology

Math Courses (3 credits)

Year 1

- MATH 1036 Calculus I
- MATH 1046 Intro Linear Algebra
- MATH 1056 Discrete Mathematics

Curriculum Map: BSc Physical and Env. Geography

Outcomes

Upon graduation the student will be able to:

1. Explain key concepts, methods, theories of physical geography and its various subdisciplines (e.g. geomorphology, climatology, hydrology, biogeography), including human-environment interactions, special analysis, and abiotic/biotic environments.
2. Apply geographical knowledge and the scientific method to real world issues including environmental change and water resources.
3. Apply geographical techniques, including geomatics, quantitative methods and disciplinary-specific field and laboratory techniques to real world issues.
4. Demonstrate critical thinking, analytical skills, and problem-solving inside and outside the discipline of physical geography.
5. Demonstrate proficiency in spatial thinking including the ability to interpret maps, analyze spatial data, and visualize geographic patterns.
6. Demonstrate a strong understanding of human and physical geography with an emphasis on Canadian and northern regional environments.
7. Conduct independent, collaborative, and ethical research, develop and refine research questions, and effectively communicate their findings.
8. Recognize the interconnectedness of various geographic systems, including the natural environment, human societies, and economic systems, and understand how these systems interact at different scales.

Program-Level Outcomes Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient)[1]. Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by the end of the program. [1] Please note that this is the minimum number of progressions, if your program has been developed with more levels of progression you do not have to alter your course map. You may also be using other letters which again is fine as long as there is a progression.

Note that as this program has only 1 specific course required at the 3000 and 4000 level, the program-level outcomes matrix will not necessarily show progression to 'Proficient'. Highlighted color of courses indicate they are considered equivalent courses for program level outcomes.

Outcome	GEOG 1016	GEOG 1017	GEOL 1006	GEOL 1007	MATH 1036	MATH 1046	MATH 1056	GEOG 2017	GEOG 2026	GEOG 2106	ENSC 2116	GEOG 2136	GEOG 2137	GEOG 2226	GEOG 3086
	Year 1							Year 2							Yr 3
1	B	B	B	B				B-I	B-I	B-I	B-I	B-I	B-I	B-I	I
2		B			B	B	B	B-I		B-I	B-I				I
3	B	B						B-I	B-I						
4	B	B						B-I	B-I	B-I	B-I	B-I	B-I	B-I	I
5	B	B						B-I	B-I	B-I	B-I	B-I	B-I	B-I	I
6	B	B													I
7	B	B													I
8	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I

Curriculum Map: BSc Physical and Env. Geography

University Level Outcomes

The annual APOP contains the student outcomes that each student should meet as a graduate of Nipissing University.

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to attain those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
    a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
    b. demonstrate strong interpersonal skills.
    c. demonstrate leadership skills by motivating, including, and supporting others.
    d. seek opportunities to collaborate.
    e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
    a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.

   b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
   a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
   b. demonstrate knowledge of Anishinabek ontologies.
   c. initiate change.
   d. utilize their knowledge and skills to positively impact their community.

University-Level Outcome Matrix

The follow matrix shows which courses provided (**B**eginner, **I**ntermediate, **P**roficient). Each program outcome should flow through multiple Courses ensuring the student reaches **P**roficient by graduation at Nipissing.

Outcome	GEOG 1016	GEOG 1017	GEOL 1006	GEOL 1007	MATH 1036	MATH 1046	MATH 1056	GEOG 2017	GEOG 2026	GEOG 2106	ENSC 2116	GEOG 2136	GEOG 2137	GEOG 2226	GEOG 3086
	Year 1							Year 2							Yr 3
1	B	B	B	B	B	B	B		B-I	B-I	B-I	B-I	B-I	B-I	I
2	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I
3									B-I	B-I	B-I	B-I	B-I	B-I	
4	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I
5	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I
6								B-I	B-I	B-I	B-I	B-I	B-I	B-I	I
7	B	B	B	B	B	B	B	B-I	B-I	B-I	B-I	B-I	B-I	B-I	I
8												B-I	B-I	B-I	

Motion 1. That ARCC recommend to A&S Executive that the prerequisites for MATH 5036 Measure Theory be changed as follows:

Old prerequisites: MATH 3137

New prerequisites: MATH 3137 or equivalent, or the permission of the instructor

Rationale: This change is proposed to ensure that the prerequisites do not prevent the students admitted to the MSc Mathematics program at Nipissing University, and who obtained their bachelor's degrees elsewhere, to enroll in the course.

Motion 2. That ARCC recommend to A&S Executive that the prerequisites for MATH 5066 General Topology be changed as follows:

Old prerequisites: MATH 3166

New prerequisites: MATH 3137 or equivalent, or the permission of the instructor

Rationale: This change is proposed to ensure that the prerequisites do not prevent the students admitted to the MSc Mathematics program at Nipissing University, and who obtained their bachelor's degrees elsewhere, to enroll in the course. Additionally, MATH 3166 Topology was recently replaced with MATH 4066 Topology, which can be taught along with MATH 5066. On the other hand, the material of MATH 3137 is an adequate prerequisite for students to successfully complete MATH 5066.

Motion 3. That ARCC recommend to A&S Executive that the prerequisites for MATH 5067 Introduction to Algebraic Topology be changed as follows:

Old prerequisites: MATH 5056 and MATH 5066

New prerequisites: MATH 5056 and MATH 5066 or equivalent, or the permission of the instructor

Rationale: This change is proposed to ensure that the prerequisites do not prevent the students admitted to the MSc Mathematics program at Nipissing University, and who obtained their bachelor's degrees elsewhere, to enroll in the course.

Motion 4. That ARCC recommend to A&S Executive that the prerequisites for MATH 5086 Functional Analysis be changed as follows:

Old prerequisites: MATH 3137

New prerequisites: MATH 3137 or equivalent, or the permission of the instructor

Rationale: This change is proposed to ensure that the prerequisites do not prevent the students admitted to the MSc Mathematics program at Nipissing University, and who obtained their bachelor's degrees elsewhere, to enroll in the course.

Motion 5. That ARCC recommend to A&S Executive that the prerequisites for MATH 5237 Computational Topology be changed as follows:

Old prerequisites: MATH 5066

New prerequisites: MATH 5066 or equivalent, or the permission of the instructor

Rationale: This change is proposed to ensure that the prerequisites do not prevent the students admitted to the MSc Mathematics program at Nipissing University, and who obtained their bachelor's degrees elsewhere, to enroll in the course.

Motion 6. That ARCC recommend to A&S Executive that the prerequisites for MATH 5246 Optimization be changed as follows:

Old prerequisites: MATH 2037 and MATH 2046

New prerequisites: MATH 2037 and MATH 2046 or equivalent, or the permission of the instructor

Rationale: This change is proposed to ensure that the prerequisites do not prevent the students admitted to the MSc Mathematics program at Nipissing University, and who obtained their bachelor's degrees elsewhere, to enroll in the course.

Motion 7. That ARCC recommend to A&S Executive that the prerequisites for MATH 5256 Graph Theory be changed as follows:

Old prerequisites: MATH 3127

New prerequisites: MATH 3127 or equivalent, or the permission of the instructor

Rationale: This change is proposed to ensure that the prerequisites do not prevent the students admitted to the MSc Mathematics program at Nipissing University, and who obtained their bachelor’s degrees elsewhere, to enroll in the course.

Motion

The Department of Computer Science and Mathematics recommend to the Academic Regulations and Curriculum Committee that

A new stream in Mathematics program, titled “Mathematical Reasoning for the Digital Age” be created.

Consultations

The proposed stream was discussed with Sarah Marinelli (Associate Registrar, Recruitment) and it was agreed that the stream presents a viable option to attract students to Mathematics program at Nipissing. During the meeting, it was suggested to change the name from original “Mathematical reasoning” to some of the suggestions names, one of which was “Mathematical Reasoning for the Digital Age”. The proposal was also discussed with Dr. Daniel Jarvis (Mathematical Education, Schulich School of Education), who also supported the proposed stream.

Rationale

One of the recommendations of the most recent Mathematics Program IQAP review was to expand experiential learning opportunities for students in Mathematics program. It was also suggested in the same review to increase collaboration with faculty in “Math Education”. The Department had extensive discussions to find the best ways to implement these recommendations. As a result, we propose a new stream and a minor in Mathematical Reasoning for the Digital Age. The rational is provided below.

Mathematics is not merely a collection of formulas or a tool for calculation—it is a powerful way of thinking that underpins logical reasoning and critical analysis.
As mathematician Eugenia Cheng eloquently states, in the recent NY Times article ((https://www.nytimes.com/2025/09/05/opinion/math-dei.html), “Math is not just a way of calculating numerical answers; it is a way of thinking, using clear definitions for concepts and rigorous logic to organize our thoughts and back up our assertions.” In the 21st century, these skills are more vital than ever, not only for future teachers but for anyone preparing to engage with a rapidly changing society.

This specialized Mathematical Reasoning for the Digital Age stream/minor is intended for a broad audience, that includes future teachers as well as students planning to find careers related to social sciences, health sciences, business, and policy making. The aim is to empower future professionals with the mathematical mindset necessary to educate, lead,

and participate thoughtfully in a world where quantitative and logical reasoning are essential.

For teacher trainees, the need is especially urgent. Ath the moment, teachers are responsible for shaping the mathematical understanding and attitudes of K-12 students, often without having pursued advanced mathematics themselves. This stream bridges that gap, offering courses such as Mathematical Concepts for Teachers, Geometry, History of Mathematics, Indigenous Perspectives, and Problem Solving. These courses are not about rote learning. They will cultivate deep understanding, cultural awareness, and the ability to communicate mathematical ideas effectively.

In an era dominated by artificial intelligence, social media, and the proliferation of information - and misinformation - the capacity to think logically, evaluate evidence, and reason methodically is indispensable. Mathematical reasoning equips individuals to critically assess claims, recognize flawed arguments, and make informed decisions. For example, understanding statistics and probability is crucial for interpreting data-driven news stories, while logical reasoning helps in identifying biases and fallacies that often underlie disinformation campaigns.

Moreover, as AI systems become increasingly integrated into daily life, a foundational understanding of mathematical logic and structure is necessary to engage with these technologies responsibly. Those who lack such skills risk being left behind, unable to participate fully in civic life or to protect themselves and others from manipulation. The ability to “organize our thoughts and back up our assertions,” as Cheng notes, is not just academic, it is a civic imperative. A nuanced understanding of mathematics helps future educators and professionals to interpret data critically, question surface-level narratives, and advocate for genuine equity as well.

The risks of not providing such a stream/minor are significant. Without it, future teachers and professionals may perpetuate math anxiety, disengagement, and misunderstanding among students and the broader public. They may lack the confidence to challenge misinformation or to foster environments where all students feel capable of mathematical success. In a world where data and algorithms shape everything from job opportunities to political discourse, this is a risk we cannot afford.

In summary, the Mathematical Reasoning in the Digital Age stream/minor is an investment in the intellectual and civic capacity of all students, not just those who identify

as mathematicians. It prepares future teachers to inspire and educate with confidence and depth. It equips non-math majors with the tools to thrive in a data-rich, AI-driven society. And it fosters a culture of critical thinking, equity, and lifelong learning — qualities that are essential for the well-being of individuals and the health of our democracy in the 21st century.

Stream requirements – Mathematical Reasoning for the Digital Age (BA specialization and Honors specialization)

Please see next page.

Program: Bachelor of Arts/Bachelor of Science		**Program Specialization: Mathematics, Mathematical Reasoning for the Digital Age stream (Honours Specialization & Specialization)**	
Year 1 (CORE)	**Year 2 (CORE)**	**Year 3**	**Year 4 (CORE)**
MATH 1036 (3 cr, 5 hr/wk) Calculus I	**MATH 2036** (3 cr, 3 hr/wk) Advanced Calculus I	9 credits from Group I, II, or III (must be 3000-level courses)	**6 credits of Groups IV**
MATH 1037 (3 cr, 5 hr/wk) Calculus II	**MATH 2037** (3 cr, 3 hr/wk) Advanced Calculus II		
MATH 1046 (3 cr, 4 hr/wk) Introductory Linear Algebra	**MATH 2046** (3 cr, 3 hr/wk) Advanced Linear Algebra I		
MATH 1056 (3 cr, 4 hr/wk) Discrete Mathematics I	**MATH 2056** (3 cr, 3 hr/wk) Discrete Mathematics II		
MATH 1070 (6 cr, 4 hr/wk) Fundamental Concepts of Mathematics for Teachers	**MATH 2076** (3 cr, 4 hr/wk) Probability & Statistics I		
ACAD 1601 (3 cr, 3 hr/wk) Academic Writing	**MATH 2116** (3 cr., 3 hr/wk) Geometry		
	MATH 2306 (3 cr, 3 hr/wk) History of Mathematics		
	MATH 2326 (3 cr, 4 hr/wk) Anishinaabek Way of Life and Mathematics with Applications		
	MATH 2386 (3 cr, 4 hr/wk) Problem Solving		

Groups of courses (3000- and 4000-level)

Group I Pure Mathematics

MATH 3126 Number Theory (3 cr., 3 hr/wk)

MATH 3127 Combinatorics & Graph Theory (3 cr., 3 hr/wk)

MATH 3136 Real Analysis I (3 cr., 3 hr/wk)

MATH 3137 Real Analysis II (3 cr., 3 hr/wk)

MATH 3146 Complex Analysis I (3 cr., 3 hr/wk)

MATH 3156 Algebra I (3 cr., 3 hr/wk)

MATH 3157 Algebra II (3 cr., 3 hr/wk)

MATH 3166 Topology (3 cr., 3 hr/wk)

Group II Applied Mathematics

MATH 3226 Introduction to Stochastic Processes (3 cr., 3 hr/wk)

MATH 3256 Operations Research (3 cr., 3 hr/wk)

MATH 3266 Differential Equations I (3 cr., 3 hr/wk)

MATH 3267 Differential Equations II (3 cr., 3 hr/wk)

MATH 3276 Probability & Statistics II (3 cr., 3 hr/wk)

MATH 3286 Mathematics of Finance (3 cr., 3 hr/wk)

MATH 3296 Mathematical Modeling (3 cr., 3 hr/wk)

PHYS 3007 Computational Physics (3 cr., 3 hr/wk)

Group III Mathematics Options

MATH 3396 Selected Topics I (3 cr., 3 hr/wk)

MATH 3397 Selected Topics II (3 cr., 3 hr/wk)

Group IV Advanced Research Courses

MATH 4016 Numerical Methods II (3 cr., 3 hr/wk)

MATH 4036 Measure Theory (3 cr., 3 hr/wk)

MATH 4046 Advanced Applications of Probability and Statistics (3 cr., 3 hr/wk)

MATH 4086 Functional Analysis (3 cr., 3 hr/wk)

MATH 4246 Optimization (3 cr., 3 hr/wk)

MATH 4496 Research Project I (3 cr., ind. studies)

MATH 4497 Research Project II (3 cr., ind. studies)

Additional Degree Requirements:

Honours Specialization:	Specialization:	Major:
- 3 credits of Humanities - 6 credits of Social Science and/or Professional Studies - 48 credits of Electives	- 3 credits of Humanities - 6 credits of Social Science and/or Professional Studies - 54 credits of Electives	- 3 credits of Humanities - 6 credits of Social Science and/or Professional Studies

Bachelor of Arts Mathematics Degree Requirements:

View Catalog (nipissingu.ca)

a. Must complete 60 credits in the Honours Specialization, 54 credits in the Specialization, and 36 credits in the Major (according to details provided in the Program Requirements section).
b. Must achieve a minimum Honours Specialization average of 70%, Specialization and Major average of 60%.

Program-Level Student Learning Outcomes

Upon graduation the student will be able to:

1: Mathematical Knowledge
Demonstrate a developed and critical understanding of key concepts, methodologies, and theoretical approaches in mathematics, including foundational topics such as calculus, algebra, analysis, probability, and their applications in sciences and engineering.

2: Depth in a Specialized Area
Exhibit in-depth knowledge and research experience in a specific area of mathematics, including the ability to engage with current advances and produce written and oral reports on independent or supervised research.

3: Analytical and Problem-Solving Skills
Apply advanced analytical thinking, logical reasoning, and problem-solving skills to formulate, analyze, and solve complex mathematical problems using established techniques and proof strategies.

4: Mathematical Modeling and Real-World Application
Construct and interpret mathematical models to represent and solve real-world problems across various disciplines, demonstrating the relevance and utility of mathematics in broader contexts.

5: Independent Learning and Knowledge Construction
Demonstrate autonomy in learning by identifying mathematical questions, independently acquiring new knowledge, and evaluating the appropriateness of different problem-solving approaches, including formulating personal study or research projects.

6: Communication of Mathematical Ideas
Effectively communicate mathematical arguments, ideas, and results in both oral and written forms, using clear, concise, and rigorous language suited to a variety of audiences, and participate meaningfully in mathematical discourse and collaboration.

7: Critical Awareness of Knowledge and Its Limits
Recognize the limits of mathematical knowledge, including awareness of current unsolved problems, the evolving nature of the field, and the limitations of personal understanding and interpretations.

8: Professionalism, Ethics, and Collaboration
Exhibit professionalism and ethical responsibility in academic and collaborative settings, demonstrating initiative, accountability, effective teamwork, and a commitment to continuous personal and professional development.

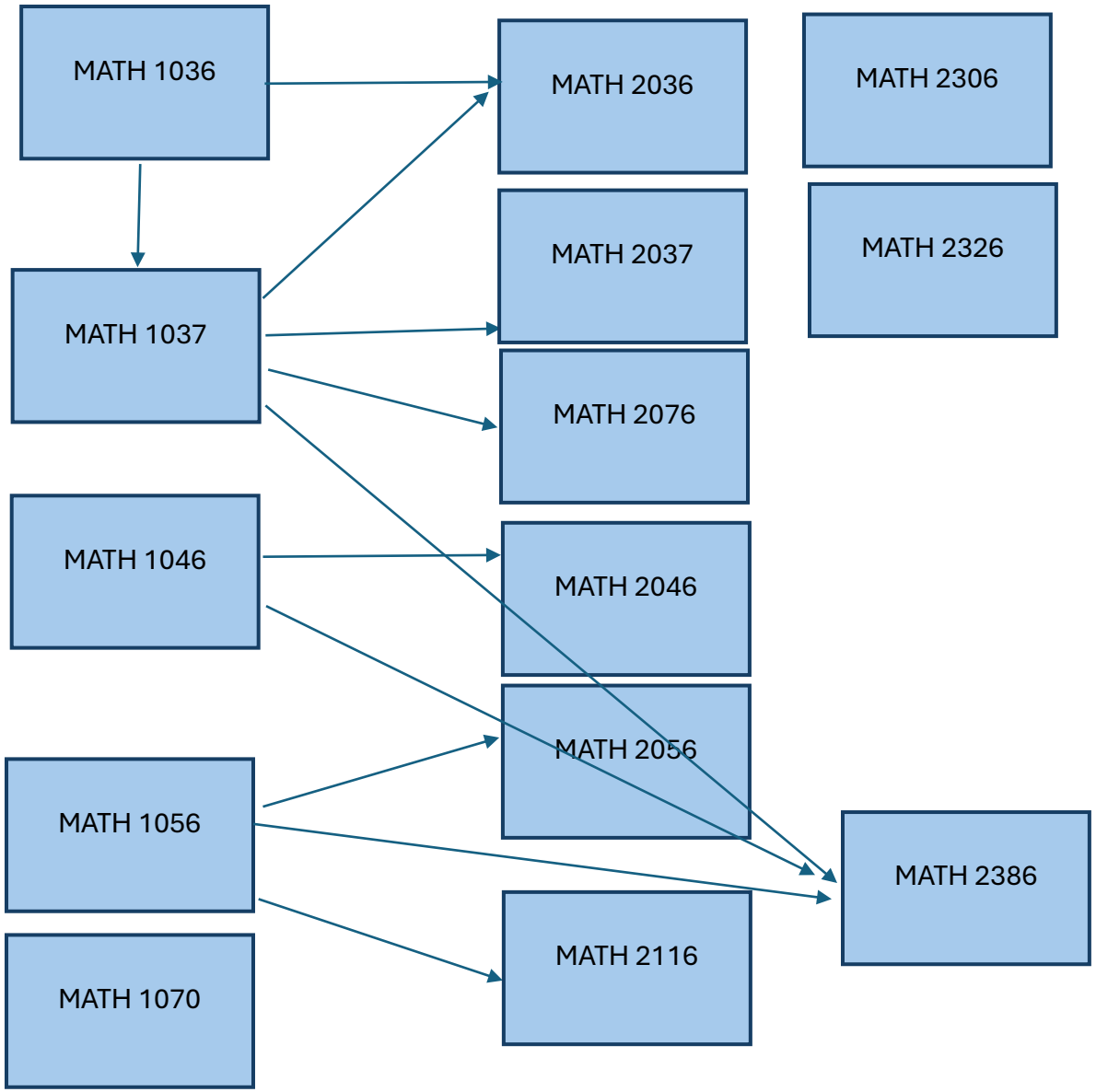
Program-Level Outcomes Progression Matrix

The following matrix documents the progression of learning of students within the program. Only required (core) courses are mapped for each stream.

Note: Dependent on the program the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Outcome	ACAD 1601	MATH 1070	MATH 1036	MATH 1037	MATH 1046	MATH 1056	MATH 2036	MATH 2037	MATH 2046	MATH 2056	MATH 2076	MATH 2116	MATH 2306	MATH 2326	MATH 2386	Group I, II, III	MATH 4016	MATH 4036	MATH 4046	MATH 4086	MATH 4246	MATH 4496	MATH 4497
	Year 1						Year 2									Year 3	Year 4						
1		B	B	B	B	B	I	I	I	I	I	I	I	B	I	P	P	P	P	P	P	P	P
2			B	B	B	B	B	B	B	B	B	B				P	P	P	P	P	P	P	P
3		B	B	B	B	B	I	I	I	I	I	I			I	P	P	P	P	P	P	P	P
4		B	B	B	B		I	I	I		I			B	I	(P)	P		P		P		
5		B	B	B	B	B	I	I	I	I	I	I			I	P	P	P	P	P	P	P	P
6	B	B	B	B	B	B	B	B	B	B	B	B	I	I	I	I	P	P	P	P	P	P	P
7			B	B	B	B	B	B	B	B	B	B	I			I	P	P	P	P	P	P	P
8	B	B	B	B	B	B	I	I	I	I	I	I	I	I	I	I	P	P	P	P	P	P	P

Course Sequencing - MATH Mathematical Reasoning for the Digital Age Stream Courses



Impossible to sequence the 9 credits of Groups I, II, or III; or the 6 credits of Group IV.

Motion

That ARCC recommend to A&S Executive that

the Restrictions in the Academic Calendar description of

MATH 1070 Fundamental Concepts of Mathematics for Teachers

be changed as follows:

OLD Restrictions: MATH 1070 may not be credited towards a program in mathematics.

NEW Restriction: MATH 1070 may not be credited towards a program in mathematics, except for students registered in Mathematical Reasoning stream.

Rationale:

MATH 1070 is a required course in the proposed Mathematical Reasoning.

Curriculum Change Submission Template

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Dean's Office Report 11

Motion(s) and Rationale(s)

Please add additional motions and rationales as needed.

Motion 1: That ARCC recommend to Arts and Science Executive that one minor be deleted from the requirements for the Liberal Science degree.

Rationale: The IQAP reviewers recommended that the program be restructured to enable students to take one minor instead of two minors. This allows for more flexibility for those students who are wanting to complete an undergraduate degree and wish to take a wider breadth of courses than they would if they were constrained to take a second minor.

Motion 2: That ARCC recommend to Arts and Science Executive that an additional 18 credits of science electives bringing the total to 36 (no more than 6 at the 1000 level) be added to the requirements for the Liberal Science degree.

Rationale: As a result of the deletion of one of the minors from the Liberal Science program, an additional 18 credits (in place of the minor) of science must be added to the program to bring the total number of credits to 90. It is suggested that no more than 6 of these 18 credits be at the 1000 level (in order that the degree requirements of no more than 48 credits at the 1000 level be met).

Motion 3: That ARCC recommend to Arts and Science Executive that PHIL 2506 'Thinking Clearly' and PHIL 2507 'Bullshit, Bias, and Propaganda: Reasoning about the Irrational' be removed as program requirements for the Liberal Science degree.

Rationale: The IQAP reviewers recommended the deletion of one or both PHIL courses as they constrict the use of the program as an "exit plan". Liberal Science is not housed within a department, and as such there is no departmental recommendation. The Dean of Arts and Science, and the Provost, support this motion to remove both PHIL courses and replace them with another PHIL course (see Motion 4).

Motion 4: That ARCC recommend to Arts and Science Executive that PHIL 2716 'Bio-Ethics' OR PHIL 2717 'Environmental Ethics', OR PHIL 2816 'Digital Ethics' be added as a program requirement for the Liberal Science degree.

Rationale: The IQAP reviewers recommended that PHIL 2506 and PHIL 2507 be replaced by one or more PHIL course(s), especially by one that queried the role of science in modern society. The flexibility of the Liberal Science program is hindered by the current PHIL requirements. Removing these requirements would be a significant step forward but replacing them with a different PHIL requirement would serve little purpose and undermine the point of removing the requirements in the first place. Instead, replacing these requirements with a choice of one of PHIL 2716 'Bio-Ethics', PHIL 2717 'Environmental Ethics', or PHIL 2816 'Digital Ethics' would fulfill the function

of encouraging reflection on the role of science in modern society without compromising the flexibility of the program. Liberal Science is not housed within a department, and as such there is no departmental recommendation. The Dean of Arts and Science, and the Provost, support this motion.

Motion 5: That ARCC recommend to Arts and Science Executive that an additional 3-credit course be added to the list of electives (from 18 to 21) as a program requirement for the Liberal Science degree.

Rationale: In order to make up for the deletion of one of the 3 credit PHIL courses, an additional 3 credits must be added to the program to bring the total number of credits to 90.

Motion 6: That ARCC recommend to Arts and Science Executive that the degree "BSc Liberal Science" be renamed "BSc General Science"

Rationale: The IQAP reviewers recommended that the program be renamed to reflect the proposed changes (Motions 1 to 6), and they suggested that "General Science" would be an appropriate name. Liberal Science is not housed within a department, and as such there is no departmental recommendation. The Dean of Arts and Science, and the Provost, support this motion.

MARKETING OPINION ON NAME CHANGE FROM ‘LIBERAL SCIENCE’ TO ‘GENERAL SCIENCE”

From: Meghan Venasse <meghanv@nipissingu.ca>
Sent: March 16, 2026 10:52 AM
To: Nathan Colborne <nathanc@nipissingu.ca>; Sarah Marinelli <sarahma@nipissingu.ca>
Cc: Kim Wood <kimw@nipissingu.ca>
Subject: Re: Name change for Liberal Science BSc

Hi Nathan,

Thanks for looping us in on this. I believe Kim Wood provided some feedback on this potential name change previously. I've pasted her research/feedback below again for handy reference. In summary, we have no objections to the name change from Liberal Science to General Science and think General Science might be better understood by prospective students.

Thanks,

Meghan

--

From Kim:

HI Nathan,

I had a look at some other universities and also at some international Markets and Naming of Programs.

Are we the only Canadian University that offers a Liberal Science Degree? In my search I couldn't find anybody else. I also wonder if you can speak more about the history why we choose this name.

Most common is to Name this Program General Science. But I also found Information that some University's who describe the program very similar are naming it this way:

University / Program	**Name (or close equivalent)**
Dalhousie University (Nova Scotia)	Integrated Science (BSc)
University of Northern British Columbia (UNBC)	BSc (Integrated) / Integrated Science major
University of Windsor (Ontario)	B.Sc. General Science

The King's University (Edmonton) (Alberta)	Interdisciplinary Science (B.Sc.)
University of British Columbia (Vancouver)	Integrated Sciences (B.Sc.)
Laurentian University (Ontario)	Interdisciplinary Science (B.Sc.)

Here are some Pages of University's Naming it General Science:
https://you.ubc.ca/ubc_programs/general-science
https://www.ulethbridge.ca/career-bridge/general-science

https://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/ScienceTechnology/Programs/BachelorofScience/general.htm
https://umanitoba.ca/explore/programs-of-study/science-bsc
https://uwaterloo.ca/science/undergraduate/programs/general-science

International Market, it also looks like General Science is more common than Liberal Science, especially in English language program listings. One thing I noticed is that in China, the B.Sc. always seems subject-specific, and they don't have a general Science degree. And Knowing that we want to recruit more students from there it might be worth it to also connect with Kyle W.

I also reviewed the Search Terms for this: And General Science has 85% more search Requests then Liberal science. Its also interesting that the second most request under Liberal Sciences is Liberal science meaning. For general Science this is not the case, it shows searches like general science and then mcmaster, Western, Waterloo.

I personally never understood what Liberal Science would exactly mean so general science would speak more to me. But we could also set up a small survey and connect with some alumni and maybe current students?

Current Program: Curriculum Map

Program: Bachelor of Science (Three-year Liberal)

Ontario Council of Academic Vice-Presidents Degree Level Expectations	List courses here. For example,	PHIL2506 Thinking Clearly	PHIL2507 Bullshit, Bias, and Propaganda: An Introduction to Social Epistemology	COURSES								LEARNING ACTIVITIES								ASSESSMENT METHODS							
Depth and Breadth of Knowledge																											
General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline.		X	X																								
Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines.		X	X																								
Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline.																											
Some detailed knowledge in an area of the discipline.		X	X																								
Critical thinking and analytical skills inside and outside the discipline.		X	X																								
Ability to apply learning from one or more areas outside the discipline.		X	X																								
Knowledge of Methodologies																											
An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:																											
• evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;		X	X																								
• devise and sustain arguments or solve problems using these methods.		X	X																								
Application of Knowledge																											
The ability to review, present and interpret qualitative and quantitative information to:																											
• develop lines of argument;		X	X																								
• make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study.		X	X																								
The ability to use a basic range of established techniques to:																											
• analyze information;		X	X																								
• evaluate the appropriateness of different approaches to solving problems related to their area(s) of study;		X	X																								
• propose solutions.		X	X																								
The ability to make use of scholarly reviews and primary sources.																											
Communication Skills																											
The ability to communicate accurately and reliably, orally and in writing, to a range of audiences.			X																								
Awareness of Limits of Knowledge																											
An understanding of the limits to their own knowledge and how these might influence their analyses and interpretations.		X	X																								
Autonomy and Professional Capacity																											
Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:																											
• the exercise of personal responsibility and decision making;		X	X																								
• working effectively with others.																											
The ability to identify and address their own learning needs in changing circumstances, and to select, an appropriate program of further study.		X	X																								
Behaviour consistent with academic integrity and social responsibility.		X	X																								

Bachelor of Science (Liberal)

Degree Requirements:

In addition to the program requirements listed below students must also satisfy the Bachelor of Science (Three-year Liberal) degree requirements, including regulations on

first year and subject maximum and breadth requirements. Please refer to the Degree Requirement section for further information.

Program Requirements:

Students must obtain a minimum 60% in each of the two Minors.

Students must complete 18 credits in each of two science Minors (students must refer to specific minors for course selection).

Students must complete six credits in each of two of the following disciplines: Chemistry, Mathematics, and Physics.

Students must complete 54 credits in Science courses chosen from at least three different disciplines.

Students must successfully complete 90 credits as follows:		
Science Minor 1		*18 cr.*
Science Minor 2		*18 cr.*
PHIL 2506	*Thinking Clearly*	*3 cr.*
PHIL 2507	*Bullshit, Bias, and Propaganda: Reasoning about the Irrational*	*3 cr.*

Other Science Requirements

Science Electives		*18 cr.*

Breadth Requirements and Electives:

ACAD 1601		*3 cr.*
Humanities, Social Science, and/or Professional Studies		*9 cr.*
Electives		*18cr*
TOTAL =		*90cr*

Proposed Program Curriculum Map: Liberal_Science_Curriculum_Map_3sept2026 revised for 3 year degree.xlsx

Proposed Program:

General Science

a. Must complete 18 credits in one Science minor;
b. Must achieve a minimum average of 60% in the minor (based on the best 18 credits which meet the requirements for the minor);
c. Not exceed a maximum of 48 credits at the 1000 level;
d. Must complete 36 credits in Science courses chosen from at least three different disciplines;
e. Must complete PHIL 2516 'Bio-Ethics' OR PHIL 2717 'Environmental Ethics', OR PHIL 2816 'Digital Ethics'
f. Must complete 12 credits from following areas: Humanities (Group I), Social Sciences (Group II) and/or Professional Studies (Group IV);
g. Must successfully complete ACAD 1601 within the first 60 Nipissing credits. ACAD 1601 will count towards three credits of the Humanities (Group I) requirement
h. Must complete 21 credits of electives

Proposed Program Level Learning Outcomes

Program Level Learning Outcomes (3-year degree)

Upon completion of the Bachelor of Liberal Science degree, graduates will be able to:

1. Demonstrate broad knowledge and understanding of scientific concepts, methods, and perspectives across multiple scientific disciplines and their chosen minor. Students will draw connections among different fields of study and apply their learning to understand contemporary scientific and societal issues.
2. Apply established scientific methods, quantitative reasoning, and evidence-based approaches to investigate questions and evaluate information. Students will gather, interpret, and assess qualitative and quantitative evidence using appropriate tools and techniques while recognizing the strengths and limitations of different approaches.
3. Examine scientific knowledge within its ethical, social, and environmental contexts. Drawing on perspectives encountered through their science coursework, minor, and philosophy course, students will consider how scientific knowledge is developed and evaluate the potential implications of scientific developments for individuals, communities, and the environment.
4. Communicate scientific information, ideas, and arguments effectively to a range of audiences. Students will present and interpret evidence clearly and accurately using oral, written, visual, and digital forms of communication appropriate to different purposes and contexts.
5. Demonstrate critical thinking, intellectual curiosity, and reflective learning. Students will formulate questions, evaluate information from multiple sources,

reflect on their learning, and recognize the limits of their knowledge and understanding.

6. Work effectively and responsibly with others while demonstrating ethical and professional behaviour. Students will contribute constructively to collaborative activities, exercise personal responsibility and accountability, and apply their knowledge and skills in ways that support community well-being and environmental sustainability.

Program-Level Student Learning Outcomes Matrix

Not applicable as there are no required science courses taken by all students for this program.

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. utilize divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully, by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to attain those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.

6. Engage in collaborative leadership and professional practices
    a. work cooperatively, cultivating and thriving in diversity, with diverse peoples.
    b. demonstrate strong interpersonal skills.
    c. demonstrate leadership skills by motivating, including, and supporting others.
    d. seek opportunities to collaborate.
    e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
    a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
    b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
    a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
    b. demonstrate knowledge of Anishinabek ontologies.
    c. initiate change.
    d. utilize their knowledge and skills to positively impact their community.

University-Level Outcome Matrix

Not applicable as there are no required courses.

Centre for Teaching and Learning Report

Registrar's Office Report

Dean's Office Report

The Dean's Office *will insert their report in this section once the proposal has been submitted to the Curriculum Approval Process workflow*.

FAS-2526-00100

Program Level Learning Outcomes (3-year degree)

Upon completion of the Bachelor of Liberal Science degree, graduates will be able to:

1. *Demonstrate broad knowledge and understanding of scientific concepts, methods, and perspectives across multiple scientific disciplines and their chosen minor. Students will draw connections among different fields of study and apply their learning to understand contemporary scientific and societal issues.*
2. *Apply established scientific methods, quantitative reasoning, and evidence-based approaches to investigate questions and evaluate information. Students will gather, interpret, and assess qualitative and quantitative evidence using appropriate tools and techniques while recognizing the strengths and limitations of different approaches.*
3. *Examine scientific knowledge within its ethical, social, and environmental contexts. Drawing on perspectives encountered through their science coursework, minor, and philosophy course, students will consider how scientific knowledge is developed and evaluate the potential implications of scientific developments for individuals, communities, and the environment.*
4. *Communicate scientific information, ideas, and arguments effectively to a range of audiences. Students will present and interpret evidence clearly and accurately using oral, written, visual, and digital forms of communication appropriate to different purposes and contexts.*
5. *Demonstrate critical thinking, intellectual curiosity, and reflective learning. Students will formulate questions, evaluate information from multiple sources, reflect on their learning, and recognize the limits of their knowledge and understanding.*
6. *Work effectively and responsibly with others while demonstrating ethical and professional behaviour. Students will contribute constructively to collaborative activities, exercise personal responsibility and accountability, and apply their knowledge and skills in ways that support community well-being and environmental sustainability.*

Bachelor of Science (Liberal Science) Curriculum Map

Generalist outcomes mapped to broad required curriculum components rather than a prescribed course sequence

Because Liberal Science is intentionally flexible and can function as an exit pathway, this map does not claim a fixed progression through specific courses. Instead, it identifies where each program-level learning outcome is expected to be developed across a broad selection of possible courses.

PLO	Short outcome	Science minor 18 cr	Additional science 18 cr	Science electives 18 cr	One PHIL option 3 cr	Breadth component 15 cr	Open electives 18 cr
PLO 1	Demonstrate broad scientific knowledge across disciplines and the chosen minor	**P**	**P**	**P**	**S**	**S**	**O**
PLO 2	Apply scientific methods, quantitative reasoning, and evidence-based approaches	**P**	**P**	**P**	**O**	**O**	**O**
PLO 3	Examine scientific knowledge in ethical, social, and environmental contexts	**S/P**	**S/P**	**S/P**	**P**	**P**	**O**
PLO 4	Communicate scientific information, ideas, and arguments to varied audiences	**S/P**	**S/P**	**S/P**	**S**	**P**	**O**
PLO 5	Demonstrate critical thinking, intellectual curiosity, and reflective learning	**P**	**P**	**P**	**P**	**S**	**O**
PLO 6	Work responsibly with others and demonstrate ethical and professional behaviour	**S**	**S**	**S**	**P**	**P**	**O**

Legend and interpretation

P	**Primary contribution**	The component is expected to provide explicit, assessable learning opportunities directly aligned with the PLO.
S	**Supporting contribution**	The component is expected to reinforce or apply the PLO, although the PLO may not be its main focus.
O	**Opportunity depends on course choice**	The component may contribute, but coverage must be confirmed from the student's selected course or courses.
S/P	**Supporting or Primary depends on course choice**	Component may fit as a primary or a supporting contribution

From: Associate Dean of A&S <AssocDeanAS@nipissingu.ca>
Sent: December 11, 2025 12:40 PM
To: David Borman <davidborman@nipissingu.ca>
Subject: Re: Liberal Science Curriculum Motions for Review

Thanks, David.

Jane
Jane Barker, PhD
(she/her)
Associate Dean
Faculty of Arts and Science
Nipissing University
100 College Drive
PO Box 5002
North Bay, ON, P1B 8L7



Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

From: David Borman <davidborman@nipissingu.ca>
Sent: December 11, 2025 11:15 AM
To: Associate Dean of A&S <AssocDeanAS@nipissingu.ca>
Subject: Re: Liberal Science Curriculum Motions for Review

Hi Jane and Nathan — That sounds fine to me.

Best,
David

From: Associate Dean of A&S <AssocDeanAS@nipissingu.ca>
Sent: December 11, 2025 9:35 AM
To: David Borman <davidborman@nipissingu.ca>
Cc: Dean of AS <deanAS@nipissingu.ca>
Subject: Liberal Science Curriculum Motions for Review

Good morning, David,
Following the IQAP review of the Liberal Science degree, we have several proposed curriculum changes that we wanted to let you know about. Our goal is to submit these changes to the workflow in January, and we would appreciate any feedback that you have.
Motions 3 and 4 involve PHIL courses. In motion 3, we propose that PHIL 2506 'Thinking Clearly' and PHIL 2507 'Bullshit, Bias, and Propaganda: Reasoning about the Irrational' be removed as program requirements for the Liberal Science degree. And in Motion 4, we propose that PHIL 2516 'Bio-Ethics' OR PHIL 2717 'Environmental Ethics', OR PHIL 2816 'Digital Ethics' be added as a program requirement for the Liberal Science degree. The changes are being proposed as a way to make the program more flexible.
Please note that the Liberal Science degree often serves as an exit pathway for students who may not be able to complete a four-year science degree, allowing them to graduate with a three-year option. In the past ten years, only 3 students have graduated with a Liberal Science degree. To make the program more flexible, we are proposing to remove one of the required science minors and replace it with any 18 science credits, and the changes to the PHIL course requirements outlined above.
Thanks,
Nathan & Jane

Jane Barker, PhD
(she/her)
Associate Dean
Faculty of Arts and Science
Nipissing University
100 College Drive
PO Box 5002
North Bay, ON, P1B 8L7

FAS-2526-00100

NIPISSING
UNIVERSITY

Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

MOTION #1: The course EDUC 4006, Civics and Politics for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #2: The course EDUC 4007, Business Studies for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #3: The course EDUC 4016, English for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #4: The course EDUC 4017, French as a Second Language for the Primary, Junior, and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #5: The course EDUC 4026, Geography for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #6: The course EDUC 4027, Health and Physical Education for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #7: The course EDUC 4046, History for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #8: The course EDUC 4047, Mathematics for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #9: The course EDUC 4056, Instrumental Music for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #10: The course EDUC 4057, Visual Arts for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #11: The course EDUC 4066, First Nations, Métis, and Inuit Studies for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #12: The course EDUC 4067, Anishnaabemwin as a Second Language for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #13: The course EDUC 4076, Science for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #14: The course EDUC 4077, Environmental and Climate Education for Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #15: The course EDUC 4106, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #16: The course EDUC 4107, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #17: The course EDUC 4126, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #18: The course EDUC 4127, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #19: The course EDUC 4136, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #20: The course EDUC 4137, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #21: The course EDUC 4143, Teaching Across the Curriculum, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #22: The course EDUC 4153, Digital Learning and Critical Practice, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #23: The course EDUC 4173, Building Learning Communities for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #24: The course EDUC 4174, Building Learning Communities for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #25: The course EDUC 4183, Building Learning Communities for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #26: The course EDUC 4184, Equity, Diversity, and Inclusion in Professional Practice, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #27: The course EDUC 4193, Healthy Learners, Healthy Schools for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #28: The course EDUC 4194, Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #29: The course EDUC 4213, Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #30: The course EDUC 4223, Special Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #31: The course EDUC 4233, Special Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #32: The course EDUC 4243, Special Education for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #33: The course EDUC 4253, Legal, Historical, and Philosophical Foundations of Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #34: The course EDUC 4263, Anishinaabe Ways of Knowing, Being and Learning in Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #35: The course EDUC 4393, Practicum I, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #36: The course EDUC 4394, Practicum II, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #37: The course EDUC 4503, Mathematics for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #38: The course EDUC 4507, Mathematics for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #39: The course EDUC 4513, Language and Literacies for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #40: The course EDUC 4514, Language and Literacies for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #41: The course EDUC 4526, Mathematics for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #42: The course EDUC 4533, Language and Literacies for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #43: The course EDUC 4543, Science, Technology, and Environmental Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #44: The course EDUC 4544, Science, Technology, and Environmental Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #45: The course EDUC 4553, Health and Physical Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #46: The course EDUC 4554, Health and Physical Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #47: The course EDUC 4563, Social Studies for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #48: The course EDUC 4564, Social Studies for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #49: The course EDUC 4573, Visual Arts for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #50: The course EDUC 4574, Visual Arts for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #51: The course EDUC 4583, Music for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #52: The course EDUC 4584, Music for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #53: The course EDUC 4593, Drama and Dance for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #54: The course EDUC 4594, Drama and Dance for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #55: The course EDUC 4606, Social Sciences for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #56: The course EDUC 4607, Business Studies for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #57: The course EDUC 4616, English for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #58: The course EDUC 4617, French as a Second Language for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #59: The course EDUC 4626, Geography for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #60: The course EDUC 4627, Health and Physical Education for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #61: The course EDUC 4646, History for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #62: The course EDUC 4647, Mathematics for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #63: The course EDUC 4656, Instrumental Music for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #64: The course EDUC 4657, Visual Arts for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #65: The course EDUC 4666, First Nations, Métis, and Inuit Studies for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #66: The course EDUC 4667, Biology for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #67: The course EDUC 4676, Chemistry for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #68: The course EDUC 4677, Physics for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #69: The course EDUC 4703, Teaching with Children's Literature, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #70: The course EDUC 4704, Educating Young Children, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #71: The course EDUC 4723, Understanding and Supporting Learners with Exceptionalities, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #72: The course EDUC 4724, Environmental and Sustainability Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #73: The course EDUC 4733, Critical and Creative Use of Educational Technology, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #74: The course EDUC 4734, Teaching in Ontario Catholic Schools, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #75: The course EDUC 4743, International Teaching, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #76: The course EDUC 4744, Media Arts, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #77: The course EDUC 4753, Outdoor Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #78: The course EDUC 4754, Philosophy, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #79: The course EDUC 4763, Social Justice and Equity, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #80: The course EDUC 4764, Imagination Creativity Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #81: The course EDUC 4773, STEAM Education: Science, Technology, Engineering, Arts, and Mathematics, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #82: The course EDUC 4786, Teaching in French Immersion, becreated as outlined in the attached supporting documentation and in line with the Major Modification proposal.

MOTION #83: The Academic Standing and Progression Regulation be changed as outlined below and in line with Major Modification Proposal.

MOTION #84: The Bachelor of Education Degree Requirements be changed as outlined below and in line with the Major Modification Proposal.

MOTION #85: The Bachelor of Education Program Requirements be changed as outlined below and in line with the Major Modification Proposal.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4006, Civics and Politics for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4006
Course Title:	Civics and Politics for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates are introduced to theoretical and practical approaches to the teaching of Civics and Politics at the intermediate level, including the dimensions of political thinking. Through an examination of the Civics and Politics curriculum, teacher candidates connect theory to current issues of relevance in society, as well as in Civics and Politics education. They learn to critically evaluate issues, resources, and teaching strategies, while prioritizing the creation of diverse, inclusive and culturally responsive classrooms.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior division who are seeking to be certified with a Social Sciences teachable.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:__X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those in the Intermediate-Senior Division who are seeking to be certified with Social Sciences as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of various philosophies related to the teaching of Civics and Politics and how they can be applied in structuring the learning of content at the intermediate level. 2. demonstrate an understanding of the dimensions of political thinking and critical thinking, and how they can be applied to the teaching of Civics and Politics at the intermediate level. 3. demonstrate the essential understandings of civic and political topics and explain the relevance to 21st century learners. 4. identify and critically analyze resources and strategies related to, and appropriate for, the teaching of Civics and Politics at the intermediate level. 5. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 6. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 7. demonstrate knowledge of relevant Civics and Politics curriculum documents. 8. consider approaches to assessment and evaluation appropriate to the teaching of Civics and Politics at the intermediate level. 9. actively engage in activities and discussions with their peers in and out of the classroom as assigned.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.

Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4007, Business Studies for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4007
Course Title:	Business Studies for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates apply their background knowledge in business studies with a focus on Grades 9 and 10. Through an examination of the Business Studies curriculum, teacher candidates critically examine theory-based pedagogical approaches, strategies for student engagement, and current issues in Business Studies education, with a sensitivity to diverse and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher-candidates enrolled in the Senior division of the program and have declared Business Studies as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. design teaching and learning experiences for Business Studies within the context of learner needs and curriculum expectations for Grade 9 and 10. 2. explore and evaluate various business instructional resources, including the use of business software and outcomes that support student learning. 3. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Business Studies. 4. create assessment and evaluation strategies for Business that support diverse learners. 5. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 6. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 7. demonstrate a knowledge of curriculum documents relevant to Business Studies, including different functions of a business such as accounting, marketing, information and communication technology, financial management, human resources and production.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4016, English for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4016
Course Title:	English for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the curriculum and instruction in English for the intermediate Grades 9 and 10. Teacher candidates engage with current issues and practices in English education, including approaches to contemporary literature study, and assessment of reading, writing, listening, speaking, viewing, and representing.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	☐ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36__ Breakdown of hours per week Clinical: _____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial:_____ Service Learning: _____
Is this course cross-listed? If so, with what department?	☐ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Senior division of the program and have declared English as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. acquire an understanding of the teaching techniques, strategies and methodologies applicable to teaching English and diverse learners at the intermediate level. 2. develop an awareness of various English instructional resources that support student learning. 3. demonstrate an ability to communicate accurately in various written and oral forms. 4. actively engage in ongoing reflective and reflexive practice in the teaching of English. 5. use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners. 6. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 7. demonstrate a knowledge of curriculum documents relevant to English education. 8. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in English classrooms. 9. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4017, French as a Second Language for the Primary, Junior, and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4017
Course Title:	French as a Second Language for the Primary, Junior, and Intermediate Divisions
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop the knowledge and skills necessary to teach French as a second language (core, extended and immersion) at the primary, junior, and intermediate levels (K to Grade 10). The course focuses on the development of listening, speaking, reading, and writing skills of French as a second language learners. Teacher candidates use the French language for all aspects of this course.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in all divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture: _X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for teacher-candidates in the Primary-Junior Division who have qualified for this specialization. This course is also required for students in the Junior-Intermediate and Intermediate-Senior Divisions who have declared French as a Second Language as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for qualified teacher-candidates enrolled in the Intermediate-Senior division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. develop strategies and techniques to teach French as a second or additional language at the primary, junior, and intermediate levels. 2. create assessment and evaluation strategies for French as a Second Language that support diverse learners. 3. explore and evaluate various instructional resources that support student learning. 4. demonstrate an understanding of French-language identity, equity, and inclusive language practices. 5. enhance their knowledge of research conducted in French as a Second Language settings. 6. demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 9. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4026, Geography for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4026
Course Title:	Geography for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates are introduced to theoretical and practical approaches to the teaching of Geography and the dimensions of geographical thinking at the intermediate level. Through an examination of the Geography curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in Geography education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Senior division of the program and have declared Geography as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of various theoretical approaches to the teaching of Geography at the intermediate level, including sustainability and environmental and climate responsibility. 2. demonstrate an understanding of the dimensions of geographical thinking and how they can be applied to the teaching of Geography at the intermediate level. 3. select and justify teaching and learning strategies for Geography teaching to meet diverse learner needs and curriculum expectations. 4. critically evaluate various Geography instructional resources that support student learning, including geographic tools and instruments. 5. explore culturally responsive teaching, including approaches to diverse and inclusive content and pedagogies. 6. demonstrate a knowledge of curriculum documents relevant to Geography. 7. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Geography at the intermediate level. 9. actively engage in activities and discussions with peers in and out of the classroom as assigned.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4027, Health and Physical Education for the Intermediate Division, be created as outlined in the attached supporting documentation and in linewith the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4027
Course Title:	Health and Physical Education for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ☐ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the Health and Physical Education curriculum through class discussion, skill development, and practical application. Teacher candidates demonstrate pedagogical skills, including planning, implementation, and assessment and evaluation with an emphasis on affirming student needs and abilities, embodied identities, cultural beliefs, and values. Using current research, teacher candidates apply inclusive methodologies for teaching Health and Physical Education, contributing to a well-balanced education for students at the intermediate level.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Senior division of the program and have declared Health & Physical Education as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. apply Health and Physical Education curriculum documents to create an inclusive, balanced, and positive learning environment at the intermediate level. 2. design learning experiences to develop healthy living and physical activity skills at the intermediate level. 3. demonstrate a commitment to the development of health and physical literacy. 4. critically assess Health and Physical Education resources and programs in relation to meeting students' diverse academic, social and emotional needs, abilities, and identities. 5. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 6. demonstrate specific strategies to assist all students in the transition to secondary school (e.g. decision making, conflict resolution, healthy relationships, well-being, and belonging). 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Health and Physical Education at the intermediate level. 9. demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4046, History for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4046
Course Title:	History for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates are introduced to theoretical and practical approaches to the teaching of History and the dimensions of historical thinking at the intermediate level. Through an examination of the History curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in History education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Senior division of the program and declared History as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of various philosophies related to the teaching of History and how they can be applied in structuring the learning of content at the intermediate level. 2. demonstrate an understanding of the dimensions of historical thinking and critical thinking, and how they can be applied to the teaching of History at the intermediate level. 3. demonstrate the essential understandings of historical topics and explain the relevance to 21st century learners. 4. identify and critically analyze resources and strategies related to, and appropriate for, the teaching of History at the intermediate level. 5. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 6. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 7. demonstrate knowledge of relevant History curriculum documents. 8. consider approaches to assessment and evaluation appropriate to the teaching of History at the intermediate level. 9. actively engage in activities and discussions with their peers in and out of the classroom as assigned.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4047, Mathematics for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4047
Course Title:	Mathematics for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ☒ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the teaching and learning of Mathematics at the intermediate level, with attention to mathematical thinking, abstract concepts, problem solving, and communication. Through the exploration of curriculum expectations, classroom practices, technology, and current issues in Mathematics education, teacher candidates develop approaches to supporting student understanding, engagement, and achievement in diverse and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Senior division of the program and have declared Mathematics as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate a foundational understanding of the major themes and abstract concepts related to Mathematics and mathematical thinking, including financial literacy and coding, at the intermediate level. 2. demonstrate an understanding of teaching and learning strategies appropriate for instruction of Mathematics at the intermediate level. 3. critically evaluate various mathematical instructional resources, including the use of mathematical software that support student learning. 4. demonstrate knowledge of relevant curriculum documents for Mathematics at the intermediate level. 5. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Mathematics. 6. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 7. model consistent active engagement and participation in class and between classes, in person and online where required. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Mathematics at the intermediate level.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4056, Instrumental Music for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4056
Course Title:	Instrumental Music for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Instrumental Music in intermediate classrooms. Through engagement in playing and singing, listening and responding, creating, reflecting, analyzing, discussing, writing, planning, and teaching, they develop the knowledge, skills, and confidence needed to support student learning. Teacher candidates also learn to design and deliver engaging and inclusive music learning activities that facilitate student success in achieving the objectives of the Ontario intermediate music curriculum.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Senior division of the program and have declared Music as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. critically analyze music, the music curriculum, music learners, and their own roles as teachers of music at the intermediate level. 2. identify, analyze, explain, and/or demonstrate a variety of approaches to developing music skills and understanding, including the application of current technologies to achieve musical and music-pedagogical goals at the intermediate level. 3. articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of music learning experiences. 4. critically analyze or design long- and short-term plans, authentic assessment and evaluation strategies, and co-curricular music activities. 5. identify, analyze, explain, and/or demonstrate understanding of teaching and playing techniques for a variety of instruments used at the intermediate level. 6. explore and evaluate instructional resources that support student learning in music education. 7. demonstrate an understanding of the Ontario Music curriculum. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4057, Visual Arts for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4057
Course Title:	Visual Arts for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore Visual Arts education at the intermediate level through an examination of the Ontario Arts curriculum and participation in design, art history, and studio-based learning experiences. They examine and connect their own studio experiences with contemporary approaches to Visual Arts education theory, philosophy, and methodology to deepen their content knowledge across a variety of media. Through this process, teacher candidates develop instructional strategies that support creative expression and student learning in diverse classroom settings.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Senior division of the program and have declared Visual Arts as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate a level of competency in modelling the appropriate uses of materials, tools, resources, studio techniques, and media experiences appropriate for Visual Arts learners at the intermediate level. 2. demonstrate knowledge of curriculum and policy documents relevant to Visual Arts education at the intermediate level. 3. design and demonstrate Visual Arts learning experiences that engage students in creating, presenting, responding to, and reflecting on art while addressing learner needs and curriculum expectations at the intermediate level. 4. apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Visual Arts learning experiences. 5. critically evaluate instructional resources that support student learning in Visual Arts education. 6. create assessment and evaluation strategies that support diverse learners in Visual Arts education. 7. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be some art studio consumables.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4066, First Nations, Métis, and Inuit Studies for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4066
Course Title:	First Nations, Métis, and Inuit Studies for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates apply their knowledge in First Nations, Métis, and Inuit (FNMI) Studies in the intermediate division context. Through an examination of the FNMI intermediate curricula, teacher candidates critically examine and engage with past, present and future issues through the planning and delivery of culturally-appropriate ways of knowing and learning, honouring Indigenous knowledges and perspectives.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher-candidates enrolled in the Senior division of the program and have declared FNMI as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. apply knowledge and skill as specified in the First Nations, Métis, and Inuit Studies curricula for the Intermediate Division, connecting to other curricula and cross-curricular areas. 2. design lessons and learning activities that centre FNMI ways of knowing, being, and learning. 3. reflect upon and develop reconciliatory practices in relation to the classroom environment and pedagogies. 4. examine contemporary and historical events and issues related to FNMI peoples of Canada. 5. develop awareness of concepts such as self-determination, sovereignty, culture, and language revitalization as interrelated. 6. explore culturally appropriate and culturally safe practices and relationships with Indigenous peoples, resources, and knowledges. 7. design assessment and evaluation conducive to FNMI perspectives, through decolonization and Indigenization, including assessment for, as, and of student learning. 8. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be the need of honoraria for an Elder.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4067, Anishnaabemwin as a Second Language for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4067
Course Title:	Anishnaabemwin as a Second Language for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop the knowledge and skills necessary to teach Anishnaabemwin as a second language at the intermediate level. The course focuses on the development of listening, speaking, reading, and writing skills of Anishnaabemwin. Teacher candidates plan and deliver the Anishnaabemwin curriculum through culturally appropriate ways of knowing and learning.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Junior-Intermediate division.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture: _X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes þ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the QUALITY ASSURANCE WEBSITE.	Teacher candidates who successfully complete this course will: 1. apply knowledge and skill as indicated in the Indigenous Language curricula for the Intermediate division. 2. develop innovative lessons and interactive teaching and learning strategies to teach Anishnaabemwin at the intermediate levels. 3. reflect upon and develop reconciliatory practices in relation to the classroom and pedagogies. 4. develop an understanding of Anishnaabemwin language with consideration for various second language methodologies and pedagogies. 5. explore culturally appropriate practices and relationships with Anishnaabe peoples, resources and knowledges. 6. demonstrate knowledge and understanding of revitalization in Anishnaabemwin language learning communities. 7. demonstrate an appreciation and understanding of the Anishnaabe culture. 8. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There will be budgetary implications in the form of CASBU contracts. There may be the need for honoraria for an Elder, Knowledge Keepers and/or language speaker.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	No one amongst current faculty has the competency to teach this course. This will be fulfilled by a CASBU contract.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course is designed to enhance the pedagogical capacity of Indigenous language teachers, increasing accessibility, Indigenous learning, and sustainability. This course also includes course learning outcomes related to these topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4076, Science for the Intermediate Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4076
Course Title:	Science for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the structure, framework, and concepts of Science at the intermediate level, focusing on the development of attitudes, skills, and knowledge to inform effective Science teaching, including across STEM fields. Using evidence-informed approaches, teacher candidates examine the nature of science and learn to engage in scientific thinking. Teacher candidates learn to design equitable and inclusive Science learning experiences using pedagogical strategies, including laboratory investigations and exploration of socio-scientific issues.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Junior-Intermediate and Intermediate-Senior divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Senior division of the program and have declared one of the Sciences (Biology, Chemistry, Physics) as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explore strategies for teaching and learning Science, including the cross-curricular and cross-disciplinary nature of the STEM fields, using the Ontario curriculum and policy documents at the intermediate level. 2. critically evaluate and select valid and reliable resources for the teaching and learning of Science. 3. analyze connections between science, technology, society and the environment, and design Science learning experiences that incorporate evidence-informed, pedagogical approaches rooted in the varied lived experiences of students (e.g. scientific inquiry, dialogic teaching, problem solving, engineering design, nature of science, critical thinking, hands-on investigation, place-based learning, citizen science, and environmental education). 4. recognize risks and implement strategies for ensuring safety in the Science classroom. 5. demonstrate an understanding of how scientific knowledge is developed, evaluated, and revised. 6. apply strategies that cultivate belonging, collaboration, equity and inclusion in Science learning. 7. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Science at the intermediate level. 8. model consistent, present and active engagement and participation as evidence of the collaborative aspect of Science. 9. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be some lab consumables.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4077, Environmental and Climate Education for Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4077
Course Title:	Environmental and Climate Education for the Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates design and facilitate teaching and learning experiences that integrate environmental and climate science with the Ontario curriculum at the intermediate level. They explore the interrelationships between the environment, science, and society in a variety of areas (e.g., the role of science in addressing contemporary environmental challenges such as climate change, public health, water quality, sustainable agriculture and forestry). Teacher candidates examine eco-justice and climate action through various cultural contexts, as well as place-based learning.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior divisions in the Bachelor of Education program who have two senior sciences (biology, chemistry, or physics) as teachables.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified in two senior sciences (biology, chemistry, or physics) as teachables at the senior level.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with an elective course on Environmental Sustainability.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. characterize the connections between climate literacy and curricular expectations at the intermediate levels. 2. demonstrate skills in adapting and implementing learning opportunities that integrate environmental and sustainability pedagogies. 3. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse content, pedagogies, and cultural perspectives related to eco-justice and climate action. 4. evaluate teaching and learning resources focused on environmental, sustainability, and climate education. 5. appreciate the significance of environmental and climate issues to students, individuals, and society 6. practice strategies for collaborative environmental inquiry, informed by diverse thinkers, including Indigenous ways of knowing. 7. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting learning activities directly to Indigenous place-based knowledges. 8. model consistent, present, and active engagement throughout the course as evidence of the collaborative nature of sustainability learning and problem-solving. 9. demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4106, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4106
Course Title:	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop foundational knowledge and skills in curriculum planning, instructional strategies, and assessment and evaluation for the primary and junior divisions. Through theories of learning, lesson planning, and preparation for practicum experiences, teacher candidates examine Ontario curriculum and policy documents, instructional approaches, and assessment for, as, and of learning. Teacher candidates explore differentiated and inclusive teaching practices, learning goals and success criteria, and the development of lessons and learning experiences that support primary and junior learners.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in all divisions.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate knowledge of Ontario curriculum and policy documents relevant to the primary and junior divisions. 2. critically evaluate and apply theories of learning to the planning of lessons and other learning experiences for the primary and junior divisions. 3. design lesson plans and learning experiences that align curriculum expectations, learning goals, and success criteria. 4. select and apply instructional strategies that support student engagement, learning, and achievement. 5. create assessment and evaluation strategies that incorporate assessment for, as, and of learning. 6. reflect on instructional planning, assessment and evaluation, and professional practice. 7. apply differentiated and inclusive teaching practices in planning that support the diverse strengths, needs, and experiences of learners. 8. model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4107, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4107
Course Title:	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop foundational knowledge and skills in curriculum planning, instructional strategies, and assessment and evaluation for the junior and intermediate divisions. Through theories of learning, lesson planning, and preparation for practicum experiences, teacher candidates examine Ontario curriculum and policy documents, instructional approaches, and assessment for, as, and of learning. Teacher candidates explore differentiated and inclusive teaching practices, learning goals and success criteria, and the development of lessons and learning experiences that support intermediate and senior learners.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☐ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate knowledge of Ontario curriculum and policy documents relevant to the junior and intermediate divisions. 2. critically evaluate and apply theories of learning to the planning of lessons and other learning experiences for the junior and intermediate divisions. 3. design lesson plans and learning experiences that align curriculum expectations, learning goals, and success criteria. 4. select and apply instructional strategies that support student engagement, learning, and achievement. 5. create assessment and evaluation strategies that incorporate assessment for, as, and of learning. 6. reflect on instructional planning, assessment and evaluation, and professional practice. 7. apply differentiated and inclusive teaching practices in planning that support the diverse strengths, needs, and experiences of learners. 8. model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☐ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4126, Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4126
Course Title:	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop foundational knowledge and skills in curriculum planning, instructional strategies, and assessment and evaluation for the intermediate and senior divisions. Through theories of learning, lesson planning, and preparation for practicum experiences, teacher candidates examine Ontario curriculum and policy documents, instructional approaches, and assessment for, as, and of learning. Teacher candidates explore differentiated and inclusive teaching practices, learning goals and success criteria, and the development of lessons and learning experiences that support intermediate and senior learners.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☐ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Intermediate-Senior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate knowledge of Ontario curriculum and policy documents relevant to the intermediate and senior divisions. 2. critically evaluate and apply theories of learning to the planning of lessons and other learning experiences for the intermediate and senior divisions. 3. design lesson plans and learning experiences that align curriculum expectations, learning goals, and success criteria. 4. select and apply instructional strategies that support student engagement, learning, and achievement. 5. create assessment and evaluation strategies that incorporate assessment for, as, and of learning. 6. reflect on instructional planning, assessment and evaluation, and professional practice. 7. apply differentiated and inclusive teaching practices in planning that support the diverse strengths, needs, and experiences of learners. 8. model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☐ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4127, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4127
Course Title:	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions
Course Credits	☒ 3 credits ¨6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates extend their knowledge and skills in theories of learning, curriculum design, instructional planning, evidence-informed practice, and reporting for the primary and junior divisions. Through the development of unit plans and long-range plans, they engage in the use of evidence, reflection, and teacher inquiry to inform instructional decision-making, including planning, assessment, and reporting practices. Teacher candidates explore responsive and differentiated planning approaches that support diverse learners and align with Ontario curriculum expectations.
Course Prerequisite:	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☐ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate knowledge of relevant Ontario curriculum and policy documents for the primary and junior divisions. 2. use theories of learning to design unit plans and long-range plans that align with curriculum expectations and learner needs at the primary and junior levels. 3. use theories of learning to explore reporting practices that support and communicate student learning and achievement. 4. use evidence, reflection, and teacher inquiry to inform instructional planning and assessment decision-making. 5. apply differentiated and responsive planning strategies that support the diverse strengths, needs, and experiences of learners. 6. engage in ongoing reflective practice to support professional growth in curriculum planning, instruction, and assessment. 7. model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4136, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4136
Course Title:	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates extend their knowledge and skills in theories of learning, curriculum design, instructional planning, evidence-informed practice, and reporting for the junior and intermediate divisions. Through the development of unit plans and long-range plans, they engage in the use of evidence, reflection, and teacher inquiry to inform instructional decision-making, including planning, assessment, and reporting practices. Teacher candidates explore responsive and differentiated planning approaches that support diverse learners and align with Ontario curriculum expectations.
Course Prerequisite:	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☐ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes þ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate knowledge of relevant Ontario curriculum and policy documents for the junior and intermediate divisions. 2. use theories of learning to design unit plans and long-range plans that align with curriculum expectations and learner needs at the junior and intermediate levels. 3. use theories of learning to explore reporting practices that support and communicate student learning and achievement. 4. use evidence, reflection, and teacher inquiry to inform instructional planning and assessment decision-making. 5. apply differentiated and responsive planning strategies that support the diverse strengths, needs, and experiences of learners. 6. engage in ongoing reflective practice to support professional growth in curriculum planning, instruction, and assessment. 7. model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4137, Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4137
Course Title:	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates extend their knowledge and skills in theories of learning, curriculum design, instructional planning, evidence-informed practice, and reporting for the intermediate and senior divisions. Through the development of unit plans and long-range plans, they engage in the use of evidence, reflection, and teacher inquiry to inform instructional decision-making, including planning, assessment, and reporting practices. Teacher candidates explore responsive and differentiated planning approaches that support diverse learners and align with Ontario curriculum expectations.
Course Prerequisite:	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☐ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☐ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Intermediate-Senior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate knowledge of relevant Ontario curriculum and policy documents for the intermediate and senior divisions. 2. use theories of learning to design unit plans and long-range plans that align with curriculum expectations and learner needs at the intermediate and senior levels. 3. use theories of learning to explore reporting practices that support and communicate student learning and achievement. 4. use evidence, reflection, and teacher inquiry to inform instructional planning and assessment decision-making. 5. apply differentiated and responsive planning strategies that support the diverse strengths, needs, and experiences of learners. 6. engage in ongoing reflective practice to support professional growth in curriculum planning, instruction, and assessment. 7. model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☐ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4143, Teaching Across the Curriculum, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4143
Course Title:	Teaching Across the Curriculum
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates broaden their understanding of teaching and learning beyond their curricular specializations through the study of Grades 7 and 8 learners, curriculum, and pedagogy. The course explores interdisciplinary approaches, cross-curricular connections, and instructional strategies that support student engagement and achievement across subject areas, including climate change education and environmental sustainability. Through the examination of diverse learning contexts and teaching practices, candidates develop the knowledge, skills, and confidence to teach at the intermediate level.
Course Prerequisite:	No
Course Corequisite:	No]
Course Antirequisite:	No]
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.]
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU https://can01.safelinks.protection.outlook.com/?url=https://www.nipissingu.ca/sites/default/files/2023-10/A05%2520Experiential%2520Learning%2520Checklist%2520FINAL%2520Sept%25205%2520EN.pdf&data=05|01|fass@nipissingu.ca|37f7c4abcb304db5acb708dbd6ff5f86|b13086d8996b40658b63786a925860b5|0|0|638340164660205224|Unknown|TWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0=|3000|||&sdata=zAcAapK/47ix4cKYhYaEJ0vdZ1a6M3QNow/XkvfpmOg=&reserved=0	☐ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:__X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial:_____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Intermediate-Senior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. examine interdisciplinary approaches and connections that support meaningful learning and the transfer of knowledge across curriculum areas, including climate change education and environmental sustainability. 2. identify and apply instructional strategies that support the engagement, differentiated instruction, and developmental needs of Grades 7 and 8 learners across subject areas (e.g. design a cross-curricular lesson or unit plan). 3. examine Grades 7 and 8 as a transitional stage within the continuum from elementary to secondary education and the implications for teaching and learning. 4. explore assessment and evaluation strategies that support diverse learners and promote student learning across subjects. 5. reflect on their developing capacity to teach beyond their curricular specialization and identify strategies for ongoing professional growth. 6. demonstrate knowledge of Ontario curriculum and policy documents relevant to the intermediate division. 7. create and maintain a culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4153, Digital Learning and Critical Practice, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4153
Course Title:	Digital Learning and Critical Practice
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 1 credit.
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine how digital technologies, including Generative AI, can support effective, inclusive, and equitable teaching and learning. They critically evaluate digital tools, and explore responsible and ethical use, accessibility, student safety, and alignment with Ministry and school board policies. Teacher candidates explore issues of digital equity across diverse communities and develop the knowledge and professional judgement needed to select, adapt, and implement technology responsibly in ways that respond to learners, curricula, and educational contexts.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _12_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in all divisions.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. identify Ministry of Education and other relevant policies governing the use of digital technologies in schools. 2. analyze factors that influence equitable access to digital technologies, connectivity, and resources across diverse communities. 3. select and use digital tools that enhance digital accessibility, engagement, and meaningful learning. 4. apply principles of privacy, digital citizenship, student safety, and professional responsibility to technology-enhanced teaching. 5. critically evaluate digital technologies and Generative AI applications for their pedagogical value, ethical implications, limitations and misinformation, and potential biases. 6. explore ethical considerations to digital usage in assessment and evaluation. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies; 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4173, Building Learning Communities for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4173
Course Title:	Building Learning Communities for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the building of positive learning communities in primary and junior classrooms. Through the study of proactive classroom management, student engagement, well-being, and classroom organization, candidates develop strategies that support student learning and success. Teacher candidates explore school climate, relationship-building, and inclusive approaches to supporting learners, while also developing effective communication and collaborative partnerships with students, parents, guardians, and caregivers.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☐ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the primary-junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explore proactive classroom management strategies that support positive learning communities and student success in the Primary and Junior classrooms. 2. demonstrate an understanding of the relationship between and among classroom organization, student engagement, well-being, and inclusive learning environments at the junior and intermediate levels. 3. examine the role of school climate in supporting student achievement, well-being, and engagement. 4. reflect on strategies for establishing and maintaining effective communication and collaborative partnerships with students, parents, guardians, and caregivers. 5. explore approaches to building learning communities that that respond to the diverse strengths, needs, and experiences of learners. 6. demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☐ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4174, Building Learning Communities for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4174
Course Title:	Building Learning Communities for the Junior and Intermediate Divisions.
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the building of positive learning communities in junior and intermediate classrooms. Through the study of proactive classroom management, student engagement, well-being, and classroom organization, candidates develop strategies that support student learning and success. Teacher candidates explore school climate, relationship-building, and inclusive approaches to supporting learners, while also developing effective communication and collaborative partnerships with students, parents, guardians, and caregivers.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explore proactive classroom management strategies that support positive learning communities and student success in the junior and intermediate classrooms. 2. demonstrate an understanding of the relationship between and among classroom organization, student engagement, well-being, and inclusive learning environments at the junior and intermediate levels. 3. examine the role of school climate in supporting student achievement, well-being, and engagement. 4. reflect on strategies for establishing and maintaining effective communication and collaborative partnerships with students, parents, guardians, and caregivers. 5. explore approaches to building learning communities that that respond to the diverse strengths, needs, and experiences of learners. 6. demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4183, Building Learning Communities for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4183
Course Title:	Building Learning Communities for the Intermediate and Senior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the building of positive learning communities in intermediate and senior classrooms. Through the study of proactive classroom management, student engagement, well-being, and classroom organization, candidates develop strategies that support student learning and success. Teacher candidates explore school climate, relationship-building, and inclusive approaches to supporting learners, while also developing effective communication and collaborative partnerships with students, parents, guardians, and caregivers.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Intermediate-Senior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explore proactive classroom management strategies that support positive learning communities and student success in the intermediate and senior classrooms. 2. demonstrate an understanding of the relationship between and among classroom organization, student engagement, well-being, and inclusive learning environments at the intermediate and senior levels. 3. examine the role of school climate in supporting student achievement, well-being, and engagement. 4. reflect on strategies for establishing and maintaining effective communication and collaborative partnerships with students, parents, guardians, and caregivers. 5. explore approaches to building learning communities that that respond to the diverse strengths, needs, and experiences of learners. 6. demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4184, Equity, Diversity, and Inclusion in Professional Practice, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4184
Course Title:	Equity, Diversity, and Inclusion in Professional Practice
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine principles and practices that support equity, diversity, inclusion, belonging, and multilingualism in Ontario schools. They explore identity, culture, language, positionality, privilege, bias, and systemic barriers while developing the reflective practices and emerging professional judgement that support equity and inclusive education and inform their development as inclusive educators. Teacher candidates also consider the experiences and strengths of multilingual learners, including newcomer students, within the broader context of equity, inclusion and belonging.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☒ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☒ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in all divisions.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. examine how a teacher's identity, culture, language, positionality, assumptions, privilege, biases and experiences influence interactions, observations, assessment and evaluation practices, and student outcomes. 2. analyze how systemic barriers, discrimination, power, privilege and oppression and diverse learner identities influence participation, achievement, and belonging in educational settings. 3. examine linguistic identity, language-based assumptions and bias, systemic barriers, deficit perspectives, belonging, and asset-based/culturally responsive understandings of multilingual learners. 4. apply understandings of equity, diversity, and inclusion to support equitable and inclusive learning environments. 5. analyze educational situations to develop emerging professional judgement related to equitable and inclusive educational practice. 6. demonstrate knowledge of Ontario policies, professional responsibilities and educational frameworks that support equity, diversity, inclusion, belonging, accessibility and responsiveness to diverse learners. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4193, Healthy Learners, Healthy Schools for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4193
Course Title:	Healthy Learners, Healthy Schools for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the human development (i.e., cognitive, social, emotional, physical, and identity) of primary and junior learners and the factors shaping their experiences in schools and communities. Emphasis is placed on supporting key educational transitions, including entry into the school setting. Teacher candidates focus on children's mental health and well-being, including early indicators of concern, prevention and intervention, community supports, and educators' responsibilities for creating safe, inclusive, and supportive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explain the cognitive, social, emotional, physical, and identity development of primary and junior learners and the factors that influence their experiences in schools and communities. 2. apply strategies that support learners through key educational transitions, including entry into school. 3. explain how broader social, cultural, and family contexts influence learner development, mental health, well-being, and safe schools. 4. recognize early indicators of mental health concerns, understand the limits of educators' professional responsibilities, and identify appropriate school- and community-based supports. 5. apply relevant provincial legislation, policies, and professional resources to promote positive school climates and support the mental health and well-being of students and educators. 6. critically evaluate resources and apply evidence-informed and culturally responsive strategies that foster resilience and belonging to support student well-being. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4194, Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4194
Course Title:	Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the human development (i.e., cognitive, social, emotional, physical, and identity) of junior and intermediate learners and the factors shaping their experiences in schools and communities. Emphasis is placed on supporting key educational transitions, including entry into secondary school. Teacher candidates develop an understanding of youth mental health and well-being, early indicators of concern, prevention and intervention, community supports, and educators' responsibilities for creating safe, inclusive, and supportive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explain the cognitive, social, emotional, physical, and identity development of junior and intermediate learners and the factors that influence their experiences in schools and communities. 2. apply strategies that support learners through key educational transitions, including entry into secondary school. 3. explain how broader social, cultural, and family contexts influence learner development, mental health, well-being, and safe schools. 4. recognize early indicators of mental health concerns, understand the limits of educators' professional responsibilities, and identify appropriate school- and community-based supports. 5. apply relevant provincial legislation, policies, and professional resources to promote positive school climates and support the mental health and well-being of students and educators. 6. critically evaluate resources and apply evidence-informed and culturally responsive strategies that foster resilience and belonging to support student well-being. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4213, Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4213
Course Title:	Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the human development (i.e., cognitive, social, emotional, physical, and identity) of intermediate and senior learners and the factors shaping their experiences in schools and communities. Emphasis is placed on supporting key educational transitions, including entry into secondary school and progression to postsecondary education. Teacher candidates develop an understanding of youth mental health and well-being, early indicators of concern, prevention and intervention, community supports, and educators' responsibilities for creating safe, inclusive, and supportive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher-candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in all divisions.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explain the cognitive, social, emotional, physical, and identity development of intermediate and senior learners and the factors that influence their experiences in schools and communities. 2. apply strategies that support learners through key educational transitions, including entry into secondary school and progression to postsecondary education. 3. explain how broader social, cultural, and family contexts influence learner development, mental health, well-being, and safe schools. 4. recognize early indicators of mental health concerns, understand the limits of educators' professional responsibilities, and identify appropriate school- and community-based supports. 5. apply relevant provincial legislation, policies, and professional resources to promote positive school climates and support the mental health and well-being of students and educators. 6. critically evaluate resources and apply evidence-informed and culturally responsive strategies that foster resilience and belonging to support student well-being. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	❒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4223, Special Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4223
Course Title:	Special Education for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates in the primary and junior divisions examine Ontario legislation, Ministry policies, and evidence-informed practices that support inclusive special education. They develop foundational knowledge of selected exceptionalities common in primary and junior classrooms and explore instructional planning, Individual Education Plans (IEPs), transition planning, and the Identification, Placement, and Review Committee (IPRC) process. Teacher candidates develop the knowledge and skills required to create supportive, inclusive, and responsive learning environments for diverse learners.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explain the legislative, policy, and professional framework that guides Special Education practice in Ontario's primary and junior classrooms. 2. evaluate how the characteristics of selected exceptionalities influence primary and junior student learning, participation, and instructional planning in Ontario classrooms. 3. explain the purposes and processes of the Identification, Placement and Review Committee (IPRC), Individual Education Plans (IEPs), and transition planning. 4. describe the processes involved in developing, implementing, and monitoring Individual Education Plans (IEPs). 5. apply the evidence-informed approaches to support inclusive instructional planning that responds to diverse learning needs of primary and junior students. 6. integrate foundational Special Education knowledge to inform professional judgement and pedagogical decision-making, including accommodations and modifications, in support of inclusive practice in the primary and junior classroom. 7. apply professional judgement to make equitable, inclusive, and culturally responsive pedagogical decisions that are responsive to learner diversity, positionality, and sociocultural contexts. 8. demonstrate professional responsibility through consistent participation in course learning activities, assessments, and engagement with peers. 9. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4233, Special Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in linewith the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4233
Course Title:	Special Education for the Junior and Intermediate Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates in the junior and intermediate divisions examine Ontario legislation, Ministry policies, and evidence-informed practices that support inclusive special education. They develop foundational knowledge of selected exceptionalities common in junior and intermediate classrooms and explore instructional planning, Individual Education Plans (IEPs), transition planning, and the Identification, Placement, and Review Committee (IPRC) process. Teacher candidates develop the knowledge and skills required to create supportive, inclusive, and responsive learning environments for diverse learners.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explain the legislative, policy, and professional framework that guides Special Education practice in Ontario's junior and intermediate classrooms. 2. evaluate how the characteristics of selected exceptionalities influence junior and intermediate student learning, participation, and instructional planning in Ontario classrooms. 3. explain the purposes and processes of the Identification, Placement and Review Committee (IPRC), Individual Education Plans (IEPs), and transition planning. 4. describe the processes involved in developing, implementing, and monitoring Individual Education Plans (IEPs). 5. apply the evidence-informed approaches to support inclusive instructional planning that responds to diverse learning needs of junior and intermediate students. 6. integrate foundational Special Education knowledge to inform professional judgement and pedagogical decision-making, including accommodations and modifications, in support of inclusive practice in the junior and intermediate classroom. 7. apply professional judgement to make equitable, inclusive, and culturally responsive pedagogical decisions that are responsive to learner diversity, positionality, and sociocultural contexts. 8. demonstrate professional responsibility through consistent participation in course learning activities, assessments, and engagement with peers. 9. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, accessibility, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4243, Special Education for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in linewith the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4243
Course Title:	Special Education for the Intermediate and Senior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates in the intermediate and senior divisions examine Ontario legislation, Ministry policies, and evidence-informed practices that support inclusive special education. They develop foundational knowledge of selected exceptionalities common in intermediate and senior classrooms and explore instructional planning, Individual Education Plans (IEPs), transition planning, and the Identification, Placement, and Review Committee (IPRC) process. Teacher candidates develop the knowledge and skills required to create supportive, inclusive, and responsive learning environments for diverse learners.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Intermediate-Senior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explain the legislative, policy, and professional framework that guides Special Education practice in Ontario's intermediate and senior classrooms. 2. evaluate how the characteristics of selected exceptionalities influence intermediate and senior student learning, participation, and instructional planning in Ontario classrooms. 3. explain the purposes and processes of the Identification, Placement and Review Committee (IPRC), Individual Education Plans (IEPs), and transition planning. 4. describe the processes involved in developing, implementing, and monitoring Individual Education Plans (IEPs). 5. apply the evidence-informed approaches to support inclusive instructional planning that responds to diverse learning needs of intermediate and senior students. 6. integrate foundational Special Education knowledge to inform professional judgement and pedagogical decision-making, including accommodations and modifications, in support of inclusive practice in the intermediate and senior classroom. 7. apply professional judgement to make equitable, inclusive, and culturally responsive pedagogical decisions that are responsive to learner diversity, positionality, and sociocultural contexts. 8. demonstrate professional responsibility through consistent participation in course learning activities, assessments, and engagement with peers. 9. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, accessibility, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4253, Legal, Historical, and Philosophical Foundations of Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4253
Course Title:	Legal, Historical, and Philosophical Foundations of Education
Course Credits	☐ 3 credits ¨6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the legal, historical, and philosophical foundations of education and their influence on contemporary policy, practice, and professional responsibility. Through the study of educational systems, legislation, policy, and educational thought, teacher candidates develop an understanding of the structures, purposes, and evolving nature of schooling in Canada. They explore professional identity, ethical responsibilities, and the roles of educators within the context of the Ontario College of Teachers Standards of Practice and contemporary educational perspectives.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___ X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in all divisions.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. critically explore the historical foundations of education in Canada and how it relates to contemporary and diverse classrooms. 2. critically explore the philosophical foundations of education in Canada and how it relates to contemporary and diverse classrooms. 3. demonstrate knowledge of educational law, including legislation, legal cases, and relevant policies and advisories and how they relate to contemporary and diverse classrooms. 4. demonstrate an understanding of the professional, ethical, and legal obligations of teachers, including the Ontario College of Teachers Standards of Practice. 5. reflect on educational theory, experience, and professional practice in the development of a personal philosophy of education. 6. demonstrate an understanding of an evolving professional identity, professional relationships with colleagues, and career stages over time. 7. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4263, Anishinaabe Ways of Knowing, Being and Learning in Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4263
Course Title:	Anishinaabe Ways of Knowing, Being, and Learning in Education
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Engaging with a Two-Eyed Seeing approach, teacher candidates critically examine educational practices and the Ontario curriculum through a decolonial lens informed by wise practices in Anishinaabe education. Through culturally safe and reflective practices, candidates apply and create ways to weave Anishinaabe worldviews, lifeways, teachings, oral and embodied histories, resources and land-based pedagogies across the curriculum. Teacher candidates apply holistic learning frameworks to support student wellbeing and to the assessment of and for student learning.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in all divisions.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: As part of an ongoing commitment to meeting our TRC obligations and connections to the university strategic plan, there is overlap with course learning outcomes used throughout the Bachelor of Education program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Teacher candidates who successfully complete this course will: 1. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 2. apply holistic and collective well-being frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 3. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting the Ontario curriculum expectations directly to Indigenous place-based knowledges. 4. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 5. demonstrate culturally safe, strengths-based pedagogical approaches including holistic assessment of and for learning. 6. develop an understanding of the role of Anishinaabe language in cultural meanings and cultural safety by learning some basic Anishinaabemowin words and phrases to model in future classrooms. 7. develop and maintain relational connections with parents, guardians, community members, Elders, Knowledge Keepers, and other Indigenous education professionals that foster holistic student well-being. 8. critically evaluate relevant curriculum and policy documents. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be the need of honoraria for an Elder.

How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This required course is designed to contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning, and sustainability on multiple levels per the program- and university learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4393, Practicum I, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4393
Course Title:	Practicum I
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 1 credit
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates engage in a school-based observation practicum designed to introduce the teaching profession and the broader educational environment. Through observation and participation in classroom and school activities, teacher candidates examine the roles, responsibilities, and scope of practice of educators and develop foundational understandings of learners, classroom environments, instructional practices, assessment, and professional relationships. Teacher candidates examine teaching and learning in authentic educational settings while developing the knowledge, skills, and professional competencies required for future practicum experiences.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	☑ Yes ¨ No This practicum is part of the provincially mandated requirement for teacher certification in the Province of Ontario.

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _NA_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____ Lab: _____ Practical:_____4 weeks_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in all divisions.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate professionalism and ethical practice in accordance with the Ontario College of Teachers' Professional Standards. 2. actively observe effective teaching, learning, assessment, and classroom management practices. 3. examine the diverse roles and responsibilities of educators within and outside of classroom contexts. 4. engage in classroom and school learning. environments through professional collaboration, involvement in instructional and school-based activities, reflective inquiry into teaching practices, and other professional learning opportunities. 5. demonstrate commitment to professional growth through reflective practice, professional dialogue, and responsiveness to feedback. 6. demonstrate readiness for increasingly active participation and responsibilities in professional practicum experiences. 7. critically reflect on how Anishinaabe worldviews and teachings, together with the knowledges and perspectives of local Indigenous Nations, can inform holistic wellness, land-based pedagogies, Treaty responsibilities, and decolonizing approaches within their observational professional practice and practicum setting.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There will be budgetary implications in the form of Associate Teacher and Faculty Advisor payments. There may be budgetary implications in the form of added staff in the Practicum Office to find teacher candidate placements.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Not applicable

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to cultural responsiveness and Indigenous related topics per the program- and university- learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4394, Practicum II, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4394
Course Title:	Practicum II
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 5 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop their professional practice through sustained school-based experiences, progressively assuming responsibility for all the duties of a teacher, including short- and long-term planning, instruction, assessment, classroom management, inclusive learning environments, and professional collaboration. Teacher candidates develop and refine their professional identities and practices through ongoing observation, professional dialogue, reflection, and applying feedback. The practicum emphasizes integrating theory and practice, supporting the development of professional competence consistent with the expectations of the Ontario College of Teachers.
Course Prerequisite:	EDUC XXX Practicum I
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	☑ Yes ¨ No This practicum is part of the provincially mandated requirement for teacher certification in the Province of Ontario.

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _NA_____ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____ Lab: _____ Practical:_____14 weeks_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in all divisions.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate professionalism and ethical practice in accordance with the Ontario College of Teachers' Professional Standards. 2. apply theory, pedagogical knowledge, and evidence-informed instructional practices in classroom settings. 3. design and implement lesson and unit plans aligned with Ontario curriculum expectations. 4. use a variety of assessment and evaluation strategies to support and monitor student learning and inform instruction. 5. create differentiated, inclusive, equitable, culturally responsive, and accessible teaching and learning experiences and environments that support student achievement and well-being. 6. establish positive classroom relationships and implement effective classroom management approaches. 7. collaborate effectively with the associate teacher and other members of the school community through ongoing observation, professional dialogue, and reflective practice. 8. engage in reflection, self-assessment, feedback, and inquiry to enhance professional practice and support continuous growth. 9. critically reflect on how Anishinaabe worldviews and teachings, together with the knowledges and perspectives of local Indigenous Nations, can inform holistic wellness, land-based pedagogies, Treaty responsibilities, and decolonizing approaches within their professional practice and practicum setting.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There will be budgetary implications in the form of Associate Teacher and Faculty Advisor payments. There may be budgetary implications in the form of added staff in the Practicum Office to find teacher-candidate placements.
How will this course contribute to the program level outcomes?	Please see the curriculum map.

Who amongst your current faculty has the competencies to teach this course?	Not Applicable
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to culturally responsive teaching, as well as Indigenous related topics per the program- and university- learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4503, Mathematics for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4503
Course Title:	Mathematics for the Intermediate and Senior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates strengthen their understanding of foundational mathematical concepts and processes that support learning in Mathematics, including Grades 7 and 8. Through the exploration of mathematical reasoning, problem solving, financial literacy, and real-world applications, teacher candidates develop confidence in their own mathematical knowledge while critically examining strategies that support the development of mathematical skills in diverse learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Intermediate-Senior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of mathematical concepts, processes, and representations to support students' mathematical thinking, reasoning, and problem solving. 2. explore pedagogical strategies relevant to inclusive Mathematics instruction, assessment, and evaluation with a focus on the intermediate division. 3. critically evaluate a range of instructional resources (print, digital, and manipulatives) that support Mathematics learning. 4. integrate interdisciplinary perspectives and real-world applications into Mathematics instruction where appropriate. 5. engage in on-going reflective practice regarding Mathematics teaching and learning. 6. demonstrate an understanding of relevant curriculum documents, policies, and reports to Mathematics at with a focus on the intermediate division. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies; 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 9. demonstrate consistent, active, and professional engagement in course learning activities, both in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4507, Mathematics for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4507
Course Title:	Mathematics for the Primary and Junior Divisions
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the teaching and learning of mathematics in the primary and junior divisions through an examination of the Ontario Mathematics curriculum and current approaches to Mathematics education. Emphasis is placed on how children learn mathematics and on the planning of lessons and tasks that develop mathematical thinking, problem solving, and communication. Teacher candidates reflect on theory, practice, and personal experience to support the development of engaging and inclusive mathematics teaching practices.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior Division of the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of mathematical concepts, processes, and representations to support primary and junior students' mathematical thinking, reasoning, and problem solving. 2. explore pedagogical strategies relevant to inclusive Mathematics instruction, assessment, and evaluation for the primary and junior divisions. 3. critically evaluate a range of instructional resources (print, digital, and manipulatives) that support Mathematics learning. 4. integrate interdisciplinary perspectives and real-world applications into Mathematics instruction where appropriate. 5. engage in on-going reflective practice regarding Mathematics teaching and learning. 6. demonstrate an understanding of relevant curriculum documents, policies, and reports to Mathematics at the primary and junior divisions. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies; 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 9. demonstrate consistent, active, and professional engagement in course learning activities, both in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4513, Language and Literacies for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4513
Course Title:	Language and Literacies for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 4 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore language and literacy development in the primary and junior divisions, focusing on the interconnectedness of listening, speaking, reading, writing, viewing, and representing, including multimodal forms of communication. Teacher candidates explore language curricula, evidence-informed instructional practices, assessment approaches, and texts and literature that support literacy development for diverse primary and junior classrooms.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __48_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. understand factors (e.g., cultural, environmental, linguistic, social-emotional) influencing language and literacy development for primary and junior learners and how these apply in the classroom. 2. integrate listening, speaking, reading, writing, viewing, and representing in the design of literacy learning experiences across the curriculum for primary and junior learners. 3. review and design evidence-informed instructional and assessment practices for the development of proficient readers, writers, and communicators. 4. use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners. 5. explore and select diverse children's literature and other texts that support literacy development, engagement, and identity formation. 6. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 7. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 8. critically examine curriculum, policy documents, and reports relevant to language and literacy education. 9. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4514, Language and Literacies for the Intermediate and Senior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4514
Course Title:	Language and Literacies for the Intermediate and Senior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore language and literacy development with a focus on Grades 7 and 8. They are introduced to the interconnectedness of listening, speaking, reading, writing, viewing, and representing, including multimodal forms of communication. Teacher candidates examine language curricula, evidence-informed instructional practices and assessment approaches for diverse intermediate and senior classrooms.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Intermediate-Senior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. understand factors (e.g., cultural, environmental, linguistic, social-emotional) influencing language and literacy development and how these apply in the classroom, including Grades 7 and 8. 2. integrate listening, speaking, reading, writing, viewing, and representing in the design of literacy learning experiences across the curriculum with a focus on Grades 7 and 8. 3. review evidence-informed instructional and assessment practices for the development of proficient readers, writers, and communicators. 4. use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners. 5. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 6. critically evaluate curriculum documents, policies, and reports relevant to language and literacy education. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4526, Mathematics for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4526
Course Title:	Mathematics for the Junior and Intermediate Division
Course Credits	☒ 3 credits ¨ 6 credits ☐ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the teaching and learning of mathematics in the junior and intermediate divisions through an examination of the Ontario Mathematics curriculum and current approaches to Mathematics education. Emphasis is placed on how children learn mathematics and on the planning of lessons and tasks that develop mathematical thinking, problem solving, and communication. Teacher candidates reflect on theory, practice, and personal experience to support the development of engaging and inclusive mathematics teaching practices.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of mathematical concepts, processes, and representations to support junior and intermediate students' mathematical thinking, reasoning, and problem solving. 2. explore pedagogical strategies relevant to inclusive Mathematics instruction, assessment, and evaluation for junior and intermediate divisions. 3. critically evaluate a range of instructional resources (print, digital, and manipulatives) that support Mathematics learning. 4. integrate interdisciplinary perspectives and real-world applications into Mathematics instruction where appropriate. 5. engage in on-going reflective practice regarding Mathematics teaching and learning. 6. demonstrate an understanding of relevant curriculum documents, policies, and reports to Mathematics at the junior and intermediate divisions. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies; 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 9. demonstrate consistent, active, and professional engagement in course learning activities, both in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4533, Language and Literacies for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4533
Course Title:	Language and Literacies for the Junior and Intermediate Divisions
Course Credits	4 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore language and literacy development in the junior and intermediate divisions, focusing on the interconnectedness of listening, speaking, reading, writing, viewing, and representing, including multimodal forms of communication. Teacher candidates explore language curricula, evidence-informed instructional practices, assessment approaches, and texts and literature that support literacy development for diverse junior and intermediate classrooms.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _48 __ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s)	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with similarly named courses required for teacher candidates enrolled in other divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. understand factors (e.g., cultural, environmental, linguistic, social-emotional) influencing language and literacy development for junior and intermediate learners and how these apply in the classroom. 2. integrate listening, speaking, reading, writing, viewing, and representing in the design of literacy learning experiences across the curriculum for junior and intermediate learners. 3. review and design evidence-informed instructional and assessment practices for the development of proficient readers, writers, and communicators. 4. use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners. 5. explore and select diverse literature and other texts for children and adolescents that support literacy development, engagement, and identity formation. 6. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 7. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 8. critically examine curriculum, policy documents, and reports relevant to language and literacy education. 9. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4543, Science, Technology, and Environmental Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4543
Course Title:	Science, Technology, and Environmental Education for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the Science and Technology curriculum for the primary and junior divisions. They develop the knowledge, skills, and attitudes needed to support students in developing scientific understandings using processes of scientific research, experimentation, and engineering design. Through inquiry-based and hands-on learning, teacher candidates integrate Science, Technology, Engineering, and Mathematics (STEM) skills into meaningful classroom experiences. They design inclusive learning opportunities that foster curiosity and problem solving while exploring connections between science, technology, sustainability, environmental stewardship, and climate action.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher-candidates enrolled in the Junior-Intermediate division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate a foundational understanding of the major themes and concepts related to Science and Technology and scientific thinking using the Ontario curriculum and policy documents at the primary and junior levels. 2. explore evidence-informed strategies for teaching and learning Science and Technology, including the cross-curricular and cross-disciplinary nature of the STEM fields. 3. critically evaluate and select valid and reliable resources for the teaching and learning of Science and Technology. 4. analyze connections between science, technology, society and the environment, including issues related to sustainability, environmental stewardship, and climate action. 5. recognize risks and implement strategies for ensuring safety in the Science and Technology classroom. 6. apply strategies that cultivate belonging. collaboration, equity and inclusion in Science and Technology learning. 7. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Science and Technology at the primary and junior levels. 8. model consistent, present and active engagement and participation as evidence of the collaborative aspect of Science and Technology. 9. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be some lab consumables.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4544, Science, Technology, and Environmental Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4544
Course Title:	Science, Technology, and Environmental Education for the Junior and Intermediate Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the Science and Technology curriculum for the junior and intermediate divisions. They develop the knowledge, skills, and attitudes needed to support students in developing scientific understandings using processes of scientific research, experimentation, and engineering design. Through inquiry-based and hands-on learning, teacher candidates integrate Science, Technology, Engineering, and Mathematics (STEM) skills into meaningful classroom experiences. They design inclusive learning opportunities that foster curiosity and problem solving while exploring connections between science, technology, sustainability, environmental stewardship, and climate action.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher candidates enrolled in the Primary-Junior division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate a foundational understanding of the major themes and concepts related to Science and Technology and scientific thinking using the Ontario curriculum and policy documents at the junior and intermediate levels. 2. explore evidence-informed strategies for teaching and learning Science and Technology, including the cross-curricular and cross-disciplinary nature of the STEM fields. 3. critically evaluate and select valid and reliable resources for the teaching and learning of Science and Technology. 4. analyze connections between science, technology, society and the environment, including issues related to sustainability, environmental stewardship, and climate action. 5. recognize risks and implement strategies for ensuring safety in the Science and Technology classroom. 6. apply strategies that cultivate belonging, collaboration, equity and inclusion in Science and Technology learning. 7. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Science and Technology at the junior and intermediate levels. 8. model consistent, present and active engagement and participation as evidence of the collaborative aspect of Science and Technology. 9. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be some lab consumables.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4553, Health and Physical Education for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4553
Course Title:	Health and Physical Education for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine Ontario's Health and Physical Education curriculum at the primary and junior levels, through skill development, discussion, and practical applications. They develop the knowledge, skills, and confidence to integrate health and physical education across the curriculum and incorporate daily physical activity as part of a well-balanced education. Teacher candidates develop a sensitivity to students' diverse needs and abilities, embodied identities, and cultural backgrounds and perspectives.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24____ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher candidates enrolled in the Junior-Intermediate division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the health and physical literacy concepts and skills (e.g. social-emotional learning, active living, and movement) required for primary and junior learners to lead healthy and active lives. 2. explore teaching and learning strategies to foster mental health and well-being as well as balanced, positive learning environments for primary and junior students, using the Health and Physical Education curriculum. 3. model professionalism through consistent, present, and active engagement and effort in the classroom, the gymnasium and between classes, in person and online where required. 4. demonstrate knowledge of relevant curriculum documents relevant to Physical and Health Education at the primary and junior levels. 5. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Health and Physical Education at the primary and junior levels. 6. apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Health and Physical Education learning experiences. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4554, Health and Physical Education for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4554
Course Title:	Health and Physical Education for the Junior and Intermediate Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine Ontario's Health and Physical Education curriculum at the junior and intermediate levels, through skill development, discussion, and practical applications. They develop the knowledge, skills, and confidence to integrate health and physical education across the curriculum and incorporate daily physical activity as part of a well-balanced education. Teacher candidates develop a sensitivity to students' diverse needs and abilities, embodied identities, and cultural backgrounds and perspectives.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with a similarly named course required for teacher candidates enrolled in the Primary-Junior division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the health and physical literacy concepts and skills (e.g. social-emotional learning, active living, and movement) required for junior and intermediate learners to lead healthy and active lives. 2. explore teaching and learning strategies to foster mental health and well-being as well as balanced, positive learning environments for junior and intermediate students, using the Health and Physical Education curriculum. 3. model professionalism through consistent, present, and active engagement and effort in the classroom, the gymnasium and between classes, in person and online where required. 4. demonstrate knowledge of relevant curriculum documents relevant to Physical and Health Education at the junior and intermediate levels. 5. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Health and Physical Education at the junior and intermediate levels. 6. apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Health and Physical Education learning experiences. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.

Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4563, Social Studies for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4563
Course Title:	Social Studies for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop knowledge of fundamental concepts and instructional strategies in Social Studies for the primary and junior divisions. Teacher candidates explore Social Studies curricula and teaching for social studies thinking, as well as broader topics related to citizenship education and other issues of social and societal relevance.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher candidates enrolled in the Junior-Intermediate division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the concepts of social studies thinking and essential understandings in Social Studies for the primary and junior divisions. 2. critically evaluate a variety of teaching strategies appropriate to the teaching of Social Studies at the at the primary and junior levels. 3. explore the role of citizenship education in addressing current issues related to multiculturalism, social justice, environmental and ecological sustainability, or global education. 4. critically evaluate Ontario Ministry of Education Social Studies curricula at the primary and junior levels. 5. explore strategies to create diverse and inclusive content, pedagogies, and culturally responsive classrooms. 6. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 7. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 8. consider a variety of teaching strategies and approaches to assessment and evaluation appropriate to the teaching of Social Studies at the at the primary and junior levels. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4564, Social Studies for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4564
Course Title:	Social Studies for the Junior and Intermediate Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop knowledge of fundamental concepts and instructional strategies in Social Studies for the junior and intermediate divisions. Teacher candidates explore Social Studies curricula and teaching for social studies thinking, as well as broader topics related to citizenship education and other issues of social and societal relevance.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher-candidates enrolled in the Primary-Junior division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the concepts of social studies thinking and essential understandings in Social Studies for the junior and intermediate divisions. 2. critically evaluate a variety of teaching strategies appropriate to the teaching of Social Studies at the at the junior and intermediate levels. 3. explore the role of citizenship education in addressing current issues related to multiculturalism, social justice, environmental and ecological sustainability, or global education. 4. critically evaluate Ontario Ministry of Education Social Studies curricula at the junior and intermediate levels. 5. explore strategies to create diverse and inclusive content, pedagogies, and culturally responsive classrooms. 6. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 7. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 8. consider a variety of teaching strategies and approaches to assessment and evaluation appropriate to the teaching of Social Studies at the at the junior and intermediate levels. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4573, Visual Arts for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4573
Course Title:	Visual Arts for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore Visual Arts education in the primary and junior divisions through an examination of the Ontario Arts curriculum and participation in studio-based learning experiences. Teacher candidates examine contemporary approaches to Visual Arts education and develop knowledge of artistic concepts, materials, tools, processes, techniques, and instructional strategies that support creative expression and student learning in diverse classroom contexts.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher candidates enrolled in the Junior-Intermediate division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the elements of Visual Arts through creating and presenting art, reflecting, responding, and analyzing, and exploring a variety of artistic forms and cultural contexts appropriate to the primary and junior divisions. 2. design and demonstrate Visual Arts learning experiences that engage students in creating, presenting, responding to, and reflecting on art while addressing learner needs and curriculum expectations in the primary and junior divisions. 3. create assessment and evaluation strategies that support diverse learners in Visual Arts education. 4. critically evaluate instructional resources that support student learning in Visual Arts education. 5. apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Visual Arts learning experiences. 6. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 7. demonstrate knowledge of curriculum and policy documents relevant to Visual Arts education. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4574, Visual Arts for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4574
Course Title:	Visual Arts for the Junior and Intermediate Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore Visual Arts education in the junior and intermediate divisions through an examination of the Ontario Arts curriculum and participation in studio-based learning experiences. Teacher candidates examine contemporary approaches to Visual Arts education and develop knowledge of artistic concepts, materials, tools, processes, techniques, and instructional strategies that support creative expression and student learning in diverse classroom contexts.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher candidates enrolled in the Primary-Junior division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the elements of Visual Arts through creating and presenting art, reflecting, responding, and analyzing, and exploring a variety of artistic forms and cultural contexts appropriate to the junior and intermediate divisions. 2. design and demonstrate Visual Arts learning experiences that engage students in creating, presenting, responding to, and reflecting on art while addressing learner needs and curriculum expectations in the junior and intermediate divisions. 3. create assessment and evaluation strategies that support diverse learners in Visual Arts education. 4. critically evaluate instructional resources that support student learning in Visual Arts education. 5. apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Visual Arts learning experiences. 6. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 7. demonstrate knowledge of curriculum and policy documents relevant to Visual Arts education. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4583, Music for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4583
Course Title:	Music for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Music in primary and junior classrooms. Through engagement in singing, playing, listening, responding, and creating, as well as reflecting, discussing, and writing activities, they develop the knowledge, skills, and confidence needed to support student learning in music. These experiences prepare teacher candidates to confidently design and deliver effective music learning activities to achieve the objectives of the Ontario Music curriculum at the primary and junior levels.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with a similarly named course required for teacher-candidates enrolled in the Junior-Intermediate division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the elements of Music through creating, presenting and performing; reflecting, responding, analyzing, and exploring forms and cultural contexts of music appropriate for primary and junior levels. 2. describe and demonstrate a variety of approaches to developing musical skills and understanding in application for primary and junior learners. 3. critically analyze music, the music curriculum, music learners, and their own roles as teachers of music at the primary and junior levels. 4. articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Music learning experiences. 5. describe and apply assessment and evaluation strategies based in authentic music-making activities to objectively measure students' musical skills and understanding in application. 6. critically evaluate instructional resources that support student learning in music education. 7. demonstrate knowledge of curriculum documents relevant to Music education at the primary and junior levels. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.

Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4584, Music for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4584
Course Title:	Music for the Junior and Intermediate Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Music in junior and intermediate classrooms. Through engagement in singing, playing, listening, responding, and creating, as well as reflecting, discussing, and writing activities, they develop the knowledge, skills, and confidence needed to support student learning in music. These experiences prepare teacher candidates to design and deliver effective music learning activities to achieve the objectives of the Ontario Music curriculum at the junior and intermediate levels.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher candidates enrolled in the Primary-Junior division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the elements of Music through creating, presenting and performing; reflecting, responding, analyzing, and exploring forms and cultural contexts of music appropriate for junior and intermediate levels. 2. describe and demonstrate a variety of approaches to developing musical skills and understanding in application for junior and intermediate learners. 3. critically analyze music, the music curriculum, music learners, and their own roles as teachers of music at the junior and intermediate levels. 4. articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Music learning experiences. 5. describe and apply assessment and evaluation strategies based in authentic music-making activities to objectively measure students' musical skills and understanding in application. 6. critically evaluate instructional resources that support student learning in music education. 7. demonstrate knowledge of curriculum documents relevant to Music education at the junior and intermediate levels. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4593, Drama and Dance for the Primary and Junior Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4593
Course Title:	Drama and Dance for the Primary and Junior Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 1 credit
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Drama and Dance in primary and junior classrooms. Through engagement and responding to movement, role play, and creative activities, they develop the knowledge, skills, and confidence needed to support student learning in Drama and Dance. These experiences prepare teacher candidates to design and deliver creative and engaging learning activities to achieve the objectives of the Ontario Drama and Dance curricula at the primary and junior levels.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher-candidates enrolled in the Primary-Junior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __12_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Primary-Junior division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher candidates enrolled in the Junior-Intermediate division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the elements of Drama and Dance through creating, sharing, and responding to different forms and cultural contexts appropriate for the primary and junior level. 2. explore a variety of approaches and strategies to develop drama and dance skills appropriate for primary and junior learners. 3. critically analyze the Drama and Dance curricula at the primary and junior levels. 4. articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Drama and Dance learning experiences. 5. describe and apply assessment and evaluation strategies based in authentic drama and dance activities to objectively measure students' skills and understanding in application. 6. critically evaluate instructional resources that support student learning in Drama and Dance education. 7. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4594, Drama and Dance for the Junior and Intermediate Divisions, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4594
Course Title:	Drama and Dance for the Junior and Intermediate Divisions
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 1 credit
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Drama and Dance in junior and intermediate classrooms. Through engagement and responding to movement, role play, and creative activities, they develop the knowledge, skills, and confidence needed to support student learning in Drama and Dance. These experiences prepare teacher candidates to design and deliver creative and engaging learning activities to achieve the objectives of the Ontario Drama and Dance curricula at the junior and intermediate levels.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Junior-Intermediate division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __12_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for completion of the Bachelor of Education program in the Junior-Intermediate division.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher candidates enrolled in the Primary-Junior division of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the elements of Drama and Dance through creating, sharing, and responding to different forms and cultural contexts appropriate for the junior and intermediate level. 2. explore a variety of approaches and strategies to develop drama and dance skills appropriate for junior and intermediate learners. 3. critically analyze the Drama and Dance curricula at the junior and intermediate levels. 4. articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Drama and Dance learning experiences. 5. describe and apply assessment and evaluation strategies based in authentic drama and dance activities to objectively measure students' skills and understanding in application. 6. critically evaluate instructional resources that support student learning in Drama and Dance education. 7. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4606, Social Sciences for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4606
Course Title:	Social Sciences for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates are introduced to theoretical and practical approaches to the teaching of Social Sciences at the senior level. Through an examination of the Social Sciences curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in Social Sciences education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of various philosophies related to the teaching of Social Sciences and how they can be applied in structuring the learning of content at the senior level. 2. demonstrate an understanding of theories grounding critical thinking and how it can be applied in the senior Social Sciences classroom. 3. demonstrate the essential understandings of Social Sciences topics and explain the relevance to 21st century learners. 4. critically analyze resources and strategies related to and appropriate for the teaching of the Social Sciences at the senior level. 5. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 6. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 7. demonstrate knowledge of relevant curriculum documents for Social Sciences at the senior level. 8. consider approaches to assessment and evaluation appropriate to the teaching of the Social sciences at the senior level. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4607, Business Studies for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4607
Course Title:	Business Studies for the Senior Division
Course Credits	☒ 3 credits ¨6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates apply their background knowledge in Business Studies with a focus on Grades 11 and 12. Through an examination of the Business Studies curriculum, teacher candidates critically examine theory-based pedagogical approaches, strategies for student engagement, and current issues in Business Studies that broaden understanding and teaching skill, with a sensitivity to diverse and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Intermediate-Senior division of the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared Business Studies as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website	Students who successfully complete this course will: 1. design teaching and learning experiences for Business Studies within the context of learner needs and curriculum expectations at the senior level. 2. explore and evaluate various Business Studies instructional resources that support student learning. 3. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Business Studies. 4. create assessment and evaluation strategies for Business Studies that support diverse learners. 5. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 6. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 7. demonstrate a knowledge of curriculum documents relevant to Business Studies, including subjects such as accounting, entrepreneurship, information and communication technology, international business, marketing and business leadership.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4616, English for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4616
Course Title:	English for the Senior Division
Course Credits	☒ 3 credits ☐ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the curriculum and instruction in English for the senior division. Teacher candidates engage with current issues and practices in English education, including approaches to contemporary literature study, and assessment of reading, writing, listening, speaking, viewing, and representing.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	☐ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_ _____ Lab: _____ Practical:_____ _____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course will be offered annually as required.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared English as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. acquire an understanding of the teaching techniques, strategies and methodologies applicable to teaching English and diverse learners at the senior level. 2. develop an awareness of various English instructional resources that support student learning. 3. demonstrate an ability to communicate accurately in various written and oral forms. 4. actively engage in ongoing reflective and reflexive practice in the teaching of English. 5. use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners. 6. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 7. demonstrate a knowledge of curriculum documents relevant to English education. 8. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in English classrooms. 9. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4617, French as a Second Language for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4617
Course Title:	French as a Second Language for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop the knowledge and skills necessary to teach French as a second language (core, extended and immersion) at the senior levels (Grades 11-12). The course focuses on the development of listening, speaking, reading, and writing skills of French as a second language learners. Teacher candidates use the French language for all aspects of this course.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior Divisions in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course required for teacher-candidates enrolled in the Primary, Junior, and Intermediate divisions of the program.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. develop strategies and techniques to teach French as a second or additional language at the senior level. 2. create assessment and evaluation strategies for French as a Second Language that support diverse learners. 3. explore and evaluate various instructional resources that support student learning. 4. demonstrate an understanding of French-language identity, equity, and inclusive language practices. 5. enhance their knowledge of research conducted in French as a Second Language settings. 6. demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 9. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4626, Geography for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4626
Course Title:	Geography for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates are introduced to theoretical and practical approaches to the teaching of Geography and the dimensions of geographical thinking at the senior level. Through an examination of the Geography curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in Geography education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture: _X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared Geography as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of various theoretical approaches to the teaching of Geography, at the senior level, including sustainability and environmental and climate responsibility. 2. demonstrate an understanding of the dimensions of geographical thinking and how they can be applied to the teaching of Geography at the senior level. 3. select and justify teaching and learning strategies for Geography teaching to meet diverse learner needs and curriculum expectations. 4. critically evaluate various Geography instructional resources that support student learning, including geographic tools and instruments. 5. explore culturally responsive teaching, including approaches to diverse and inclusive content and pedagogies. 6. demonstrate a knowledge of curriculum documents relevant to Geography. 7. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Geography at the senior level. 9. actively engage in activities and discussions with peers in and out of the classroom as assigned.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4627, Health and Physical Education for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4627
Course Title:	Health and Physical Education for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ☐ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the Health and Physical Education curriculum through class discussion, skill development, and practical application. Teacher candidates demonstrate pedagogical skills, including planning, implementation, and assessment and evaluation with an emphasis on affirming student needs and abilities, embodied identities, cultural beliefs, and values. Using current research, teacher candidates apply inclusive methodologies for teaching Health and Physical Education, contributing to a well-balanced education for students at the senior level.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes þ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared Health & Physical Education as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. apply Health and Physical Education curriculum documents to create an inclusive, balanced, and positive learning environment at the intermediate level. 2. design learning experiences to develop healthy living and physical activity skills at the intermediate level. 3. demonstrate a commitment to the development of health and physical literacy. 4. critically assess Health and Physical Education resources and programs in relation to meeting students' diverse academic, social and emotional needs, abilities, and identities. 5. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 6. demonstrate specific strategies to assist all students in the transition to secondary school (e.g. decision making, conflict resolution, healthy relationships, well-being, and belonging). 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Health and Physical Education at the intermediate level. 9. demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4646, History for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4646
Course Title:	History for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates are introduced to theoretical and practical approaches to the teaching of History and the dimensions of historical thinking at the senior level. Through an examination of the History curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in History education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program who have declared History as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of various philosophies related to the teaching of History and how they can be applied in structuring the learning of content at the senior level. 2. demonstrate an understanding of the dimensions of historical thinking and critical thinking, and how they can be applied to the teaching of History at the senior level. 3. demonstrate the essential understandings of historical topics and explain the relevance to 21st century learners. 4. identify and critically analyze resources and strategies related to, and appropriate for, the teaching of History at the senior level. 5. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 6. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 7. demonstrate knowledge of relevant History curriculum documents. 8. consider approaches to assessment and evaluation appropriate to the teaching of History at the senior level. 9. actively engage in activities and discussions with their peers in and out of the classroom as assigned.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4647, Mathematics for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4647
Course Title:	Mathematics for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ☐ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the teaching and learning of Mathematics at the senior level, with attention to mathematical thinking, abstract concepts, problem solving, and communication. Through the exploration of curriculum expectations, classroom practices, technology, and current issues in Mathematics education, teacher candidates develop approaches to supporting student understanding, engagement, and achievement in diverse and inclusive learning environments.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared Mathematics as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate a foundational understanding of the major themes and abstract concepts related to Mathematics and mathematical thinking, including financial literacy, at the senior level. 2. demonstrate an understanding of teaching and learning strategies appropriate for instruction of Mathematics at the senior level. 3. critically evaluate various mathematical instructional resources, including the use of mathematical software that support student learning. 4. demonstrate knowledge of relevant curriculum documents for Mathematics at the senior level. 5. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 6. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Mathematics. 7. model consistent active engagement and participation in class and between classes, in person and online where required. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Mathematics at the senior level.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4656, Instrumental Music for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4656
Course Title:	Instrumental Music for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Instrumental Music in senior classrooms. Through engagement in playing and singing, listening and responding, creating, reflecting, analyzing, discussing, writing, planning, and teaching, they develop the knowledge, skills, and confidence needed to support student learning. Teacher candidates also learn to design and deliver engaging and inclusive music learning activities that facilitate student success in achieving the objectives of the Ontario intermediate music curriculum
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared Music as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. critically analyze music, the music curriculum, music learners, and their own roles as teachers of music at the senior level. 2. identify, analyze, explain, and/or demonstrate a variety of approaches to developing music skills and understanding, including the application of current technologies to achieve musical and music-pedagogical goals at the senior level. 3. articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of music learning experiences. 4. critically analyze or design long- and short-term plans, authentic assessment and evaluation strategies, and co-curricular music activities. 5. identify, analyze, explain, and/or demonstrate understanding of teaching and playing techniques for a variety of instruments used at the senior level. 6. explore and evaluate instructional resources that support student learning in music education. 7. demonstrate an understanding of the Ontario Music curriculum at the senior level. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4657, Visual Arts for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4657
Course Title:	Visual Arts for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore Visual Arts education at the senior level through an examination of the Ontario Arts curriculum and participation in design, art history, and studio-based learning experiences. They examine and connect their own studio experiences with contemporary approaches to Visual Arts education theory, philosophy, and methodology to deepen their content knowledge across a variety of media. Through this process, teacher candidates develop instructional strategies that support creative expression and student learning in diverse classroom settings.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	No
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:___X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared Visual Arts as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate a level of competency in modelling the appropriate uses of materials, tools, resources, studio techniques, and media experiences appropriate for visual arts learners at the senior level. 2. demonstrate knowledge of curriculum, long-term planning and policy documents relevant to visual arts education at the senior level. 3. design and demonstrate visual arts learning experiences that engage students in creating, presenting, responding to, and reflecting on art while addressing learner needs and curriculum expectations at the senior level. 4. apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Visual Arts learning experiences. 5. explore and evaluate instructional resources that support student learning in Visual Arts education. 6. create assessment and evaluation strategies that support diverse learners in Visual Arts education. 7. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 8. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be some art studio consumables.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4666, First Nations, Métis, and Inuit Studies for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4666
Course Title:	First Nations, Métis, and Inuit Studies for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates apply their knowledge in First Nations, Métis, and Inuit (FNMI) Studies in the senior division context. Through an examination of the FNMI senior curricula, teacher candidates critically examine and engage with past, present and future issues through the planning and delivery of culturally-appropriate ways of knowing and learning honouring Indigenous knowledges and perspectives.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:__X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher-candidates enrolled in the Intermediate division of the program and have declared FNMI as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: Enter Learning Outcomes: 1. apply knowledge and skill as specified in the First Nations, Métis, and Inuit Studies curricula for the Senior Division, connecting to other curricula and cross curricular areas. 2. design lessons and learning activities that centre FNMI ways of knowing, being, and learning. 3. reflect upon and develop reconciliatory practices in relation to the classroom environment, pedagogies, and other aspects of teachers' professional responsibilities. 4. examine contemporary and historical events and issues related to FNMI peoples of Canada. 5. develop awareness of concepts such as self-determination, sovereignty, culture and language revitalization as interrelated. 6. explore culturally appropriate practices and culturally safe relationships with Indigenous peoples, resources and knowledges. 7. design assessment and evaluation conducive to FNMI perspectives, through decolonization and Indigenization, including assessment for, as, and of student learning. 8. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be the need of honoraria for an Elder.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4667, Biology for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4667
Course Title:	Biology for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the curriculum, framework, and advanced concepts of senior Biology (Grades 11 and 12), developing the attitude, skills, knowledge and pedagogical expertise required to teach complex biological systems and contemporary scientific issues. Using evidence-informed and inquiry-based approaches, candidates engage in scientific reasoning and design equitable, inclusive learning experiences that foster scientific understanding through laboratory investigations and the exploration of socio-scientific issues relevant to Biology, STEM fields, and society.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _36_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher-candidates enrolled in the Intermediate division of the program and have declared Science as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explore teaching and learning experiences for Biology, including cross-curricular and cross-disciplinary nature of the STEM fields, using the Ontario curriculum and policy documents at the senior level. 2. critically evaluate valid and reliable resources for the teaching and learning of Biology. 3. relate Biology to broader issues in society and the environment. 4. demonstrate an understanding of how scientific knowledge is developed, evaluated, and revised. 5. model scientific inquiry and other evidence-based approaches, including lab-based activities, while ensuring safety in the Biology laboratory. 6. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Biology. 7. model consistent active engagement and participation in class and between classes, in person and online where required. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Biology at the senior level. 9. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be some lab consumables.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4676, Chemistry for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4676
Course Title:	Chemistry for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the curriculum, framework, and advanced concepts of senior Chemistry (Grades 11 and 12), developing the attitude, skills, knowledge and pedagogical expertise required to teach advanced Chemistry and contemporary scientific issues. Using evidence-informed and inquiry-based approaches, candidates engage in scientific reasoning and design equitable, inclusive learning experiences that foster scientific understanding through laboratory investigations and the exploration of socio-scientific issues relevant to Chemistry, STEM fields, and society.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher-candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared Science as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explore teaching and learning experiences for Chemistry, including cross-curricular and cross-disciplinary nature of the STEM fields, using the Ontario curriculum and policy documents at the senior level. 2. critically evaluate valid and reliable resources for the teaching and learning of Chemistry. 3. relate Chemistry to broader issues in society and the environment. 4. demonstrate an understanding of how scientific knowledge is developed, evaluated, and revised. 5. model scientific inquiry and other evidence-based approaches, including lab-based activities, while ensuring safety in the Chemistry laboratory. 6. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Chemistry. 7. model consistent active engagement and participation in class and between classes, in person and online where required. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Chemistry at the senior level. 9. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be some lab consumables.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4677, Physics for the Senior Division, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4677
Course Title:	Physics for the Senior Division
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore the curriculum, framework, and advanced concepts of senior Physics (Grades 11 and 12), developing the attitude, skills, knowledge and pedagogical expertise required to teach advanced Physics and contemporary scientific issues. Using evidence-informed and inquiry-based approaches, candidates engage in scientific reasoning and design equitable, inclusive learning experiences that foster scientific understanding through laboratory investigations and the exploration of socio-scientific issues relevant to Physics, STEM fields, and society.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to qualified teacher candidates enrolled in the Intermediate-Senior division in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered annually as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __36_.__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is required for those who are seeking to be certified with this as their teachable subject.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: [This course has some overlap with another teachable course that is required for teacher candidates enrolled in the Intermediate division of the program and have declared Science as their teachable subject.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explore teaching and learning experiences for Physics, including cross-curricular and cross-disciplinary nature of the STEM fields, using the Ontario curriculum and policy documents at the senior level. 2. critically evaluate valid and reliable resources for the teaching and learning of Physics. 3. relate Physics to broader issues in society and the environment. 4. demonstrate an understanding of how scientific knowledge is developed, evaluated, and revised. 5. model scientific inquiry and other evidence-based approaches, including lab-based activities, while ensuring safety in the Physics laboratory. 6. explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Physics. 7. model consistent active engagement and participation in class and between classes, in person and online where required. 8. critically evaluate approaches to assessment and evaluation appropriate to the teaching of Physics at the senior level. 9. model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts. There may be some lab consumables.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, sustainability as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4703, Teaching with Children's Literature, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4703
Course Title:	Teaching with Children's Literature
Course Credits	☐ 3 credits ¨6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore children's literature as a resource for literacy instruction and learning across the curriculum. Through the study of diverse texts, genres, authors, and illustrators, teacher candidates examine how literature can support literacy development, build background knowledge, spark inquiry, and deepen understanding across subject areas. They select and evaluate children's literature to engage learners, support social, emotional, and cultural learning, foster critical literacy, and connect curriculum to students' lives and interests.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☐ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial:_____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☐ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with Language and Literacies courses required for teacher candidates in the B.Ed. program. It serves to extend understanding into this key area of early education.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate a knowledge of curriculum documents relevant to language and literacy education. 2. explore and evaluate children's literature representing a range of genres, cultures, perspectives, and experiences. 3. critically examine children's literature through personal, educational, cultural, and literary lenses. 4. explore learning strategies for using children's literature to support learning in language and literacy and other curriculum areas. 5. select and evaluate children's literature that is appropriate for particular learners, purposes, and curriculum expectations to foster empathy, social and emotional learning, diversity, inclusion, cultural understanding, and a sense of belonging. 6. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 7. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☐ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4704, Educating Young Children, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4704
Course Title:	Educating Young Children
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the development, learning, and education of young children in Ontario's Kindergarten and early primary contexts. Guided by Ontario's Kindergarten Program and relevant primary curricula, they explore play- and inquiry-based pedagogy, inclusive learning environments, assessment, and early literacy and mathematics. Emphasis is placed on supporting children's strengths, identities, well-being, and diverse learning needs. Teacher candidates also consider collaboration with families, educator teams, and community partners to promote equitable learning and positive transitions for young children.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes þ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _ 24_____ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial:_____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes þ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of child development and its implications for supporting young children's physical, cognitive, language, social, emotional, and creative learning and development. 2. design developmentally appropriate, play- and inquiry-based learning experiences that align with Ontario curriculum expectations and incorporate learning goals, instructional strategies, and assessment practices that support diverse learners 3. design inclusive and culturally responsive learning environments using universal design for learning, differentiated instruction, and strengths-based approaches that support diverse abilities, identities, languages, cultures, family structures, and lived experiences. 4. analyze the use of observation, conversation, documentation, and children's work to support assessment and inform next steps in teaching and learning. 5. demonstrate an understanding of children's belonging, well-being, engagement, expression, self-regulation, and positive relationships through responsive teaching, predictable routines, supportive environments, and intentional social-emotional learning. 6. describe the importance of collaborative relationships with families, Kindergarten educator teams, school personnel, and community partners in supporting children's learning, development, transitions, safety, and well-being. 7. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required, while contributing respectfully and inclusively to collaborative learning communities.

Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	þ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4723, Understanding and Supporting Learners with Exceptionalities, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4723
Course Title:	Understanding and Supporting Learners with Exceptionalities
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits.
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the characteristics, strengths, and needs associated with a range of exceptionalities and learning profiles beyond those emphasized in foundational special education. Teacher candidates consider how information about individual strengths and needs can inform teaching and also examine evidence-informed approaches to instruction, assessment, behaviour support, assistive technology, and the adaptation of learning environments, materials, and resources.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes þ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes þ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes þ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with similarly named courses required for teacher candidates in the program. This course extends learning in this significant area of concern for teachers.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explain the characteristics, strengths, and learning needs associated with exceptionalities and learning profiles. 2. select and adapt evidence-informed instructional and assessment approaches, learning environments, materials, and resources in response to individual learner strengths and needs. 3. analyze how characteristics and needs associated with exceptionalities may influence behaviour and participation in different educational contexts and identify proactive. approaches to support positive behaviour. 4. evaluate assistive technologies and other resources to determine how they can support access, participation, and learning for students with exceptionalities 5. evaluate pedagogical responses to diverse learner needs with consideration for equity, inclusion, cultural responsiveness, positionality, and sociocultural context. 6. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 7. demonstrate professional responsibility through consistent participation in course learning activities, assessments, and engagement with peers.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	þ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4724, Environmental and Sustainability Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):
This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4724
Course Title:	Environmental and Sustainability Education
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine topics related to environmental, sustainability, and climate education in formal and informal education settings. They plan, implement, and evaluate environmental education experiences across the curriculum for a diverse range of learners and contexts. Teacher candidates explore aspects of sustainable development and climate justice through various cultural contexts and engage reflexively in their experiences of learning and teaching in/about/for/with the environment.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial:_____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☒ Yes ☐ No If yes, include rationale: This course has some overlap with a similarly named course in the program. While that course is restricted to qualified teacher candidates as a divisional requirement, this course is open to all teacher candidates in the Bachelor of Education.

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. analyze and integrate environmental sustainability education within Ontario curriculum and policy documents through the design of cross-curricular learning opportunities. 2. analyze diverse cultural perspectives on local and global environmental issues and sustainability. 3. explore instructional strategies and collaborative approaches to environmental inquiry informed by diverse perspectives, including Indigenous ways of knowing. 4. critically evaluate resources from a variety of organizations and publications to support environmental, sustainability, and climate education 5. recognize the importance of environmental and sustainability issues to students' lives and futures. 6. model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting learning activities directly to Indigenous place-based knowledges. 7. model consistent, present, and active engagement throughout the course as evidence of the collaborative nature of sustainability learning and problem-solving.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	❒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.

How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4733, Critical and Creative Use of Educational Technology, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4733
Course Title:	Critical and Creative Use of Educational Technology
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop the knowledge, skills, and leadership capacity needed to integrate educational technologies purposefully across teaching and learning. They evaluate Ministry- and school board-approved digital tools in relation to curriculum, accessibility, equity, infrastructure, privacy, safety, and learner needs. Teacher candidates examine barriers to effective technology integration and design creative, context-responsive solutions. Teacher candidates critically assess emerging technologies, including generative AI, to support inclusive, responsible, and pedagogically sound practice in diverse classrooms.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _. 24 ____ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate proficiency with a range of educational technologies commonly used for instruction, assessment, communication, collaboration, accessibility, and classroom organization. 2. design technology-enhanced learning experiences that align digital tools with curriculum expectations, learning goals, instructional strategies, universal assessment practices, and the diverse strengths and needs of learners. 3. apply established technology-integration frameworks and professional standards to plan, implement, and evaluate inclusive and accessible technology-enhanced learning. 4. explore active, collaborative, creative, or inquiry-based learning through the purposeful use of digital technologies. 5. critically evaluate Ministry- and school board-approved digital tools in relation to curriculum and policy documents. 6. critically evaluate the effectiveness of technology-enhanced learning experiences using evidence of student learning, participation, feedback, engagement, accessibility, and inclusion. 7. reflect on and strengthen technology-enhanced teaching practice through self-assessment, professional learning, experimentation, and leadership. 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and nations. d 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	❒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.

Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: **The course EDUC 4734, Teaching in Ontario Catholic Schools, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.**

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4734
Course Title:	Teaching in Ontario Catholic Schools
Course Credits	¨ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the theological foundations, Catholic worldview, and educational mission that inform Catholic education in Ontario. They develop the foundational knowledge and pedagogical approaches necessary to implement the Religious Education and Family Life curriculum, integrate the Catholic Graduate Expectations into classroom practice and the life of the Catholic school community. Teacher candidates also learn to thoughtfully navigate complex educational situations while honouring the dignity of every learner and the mission of Catholic education.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☒ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24___ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☒ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the theological foundations, mission, and distinctive characteristics of Catholic education in Ontario. 2. examine the purpose, structure, and implementation of the Religious Education and Family Life curriculum. 3. analyze how the Catholic Graduate Expectations inform teaching, learning, and professional practice. 4. plan learning experiences that integrate the Religious Education and Family Life curriculum and the Catholic Graduate Expectations. 5. critically examine complex and sensitive educational issues and determine pedagogical responses that honour the dignity of every learner, foster respectful relationships, and reflect the mission, values, and commitment to reconciliation within Catholic education. 6. develop an emerging professional identity as a Catholic educator that reflects the mission, values, and responsibilities of Catholic education in Ontario. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4743, International Teaching, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):
This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4743
Course Title:	International Teaching
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credit
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates explore political, social, economic, and cultural perspectives in various international educational contexts. They build intercultural awareness, global-minded teaching practices, and the adaptability needed to work effectively with diverse learners and pursue careers in international and cross-cultural educational settings.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __ 24_____ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of the international contexts and global issues (i.e. climate change, child soldiers, girls' education, etc.), and how these factors impact international education. 2. critically reflect on how issues of international cultural, economic, and social diversity shape the classroom. 3. demonstrate an understanding of some of the challenges international teachers face throughout their careers. 4. examine and compare regional education systems and challenges in particular countries and global regions. 5. demonstrate an understanding of how international laws, structures of governance (i.e. the UN, etc.), and human rights issues are connected to Canadian and international education. 6. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 7. Critically evaluate the influence of local, national, and international education policies on curriculum development, instructional practices, and equity in education. 8. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4744, Media Arts, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4744
Course Title:	Media Arts
Course Credits	☐ 3 credits ¨6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	This course equips teacher candidates with the essential pedagogical strategies and technical skills required to design and teach a dynamic media arts curriculum. Teacher candidates explore media literacy, foundational design concepts, digital citizenship, and learn how to guide students safely and ethically through various media arts landscapes. Through hands-on exercises, the course covers the core production workflows of traditional, contemporary and emergent media arts forms while preparing teacher candidates to create and maintain diverse, culturally responsive, and inclusive classrooms.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☐ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☐ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. critique and design media arts learning experiences that integrate digital storytelling, media literacy, and digital citizenship. 2. demonstrate a level of competency in incorporating foundational design concepts and organizing principles across various, traditional, contemporary and emergent media arts forms. 3. reflect on how to ethically guide students through contemporary and emergent media landscapes using safe and responsible practices. 4. explore approaches to managing classroom technologies and demonstrate adaptable structures that align with contemporary and emergent media arts forms. 5. demonstrate an understanding of approaches to assessment and evaluation appropriate for media arts. 6. demonstrate knowledge of relevant curriculum and policy documents. 7. apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of media arts learning experiences. 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4753, Outdoor Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4753
Course Title:	Outdoor Education
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates build attitudes, skills, and knowledge necessary to develop, implement, and evaluate outdoor educational experiences. They consider pedagogical strategies such as experiential learning, adventure programming, cooperative activities, and critical reflection. Teacher candidates explore how the outdoor environment shapes teaching, learning, understandings, and identities and the implications for equitable, inclusive, and accessible instruction. They examine culturally-responsive approaches to land-based learning and connections to Indigenous place-based knowledge.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate effective strategies and techniques appropriate for the instruction of a variety of activities in outdoor settings (e.g., school yard, parks, woodlots). 2. recognize risks and implement appropriate strategies, equipment, policies, and safety procedures associated with participation in outdoor activities. 3. characterize connections between curricular expectations and outdoor activities across grade levels. 4. actively reflect on personal boundaries related to trust, accepting risk, and community-building by engaging in outdoor education. 5. explore strategies to build natural curiosity and inquiring minds by understanding self in relation to others and the world. 6. analyze the cognitive, affective, social-emotional and health-related benefits of teaching and learning in the outdoors. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 8. model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges. 9. demonstrated consistent, present, and active participation and engagement in class and between classes.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	❒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: **The course EDUC 4754, Philosophy, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.**

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4754
Course Title:	Philosophy
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates are introduced to theoretical and practical approaches to the teaching of Philosophy, including the dimensions of philosophical thinking. Through an examination of the Philosophy curriculum, teacher candidates connect theory to current issues of relevance in society, as well as in Philosophy education. They learn to critically evaluate issues, resources, and teaching strategies, while prioritizing the creation of diverse, inclusive and culturally responsive classrooms.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☑ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of various theoretical approaches to the teaching philosophy and how they can be applied in structuring and learning of content at all grade levels. 2. demonstrate an understanding of theory grounding critical thinking and how it can be applied in the philosophy classroom. 3. demonstrate the essential understandings of philosophical topics and explain the relevance to 21st century learners. 4. identify and analyze resources and strategies related to and appropriate for the teaching of philosophy at all grade levels. 5. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 6. celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content. 7. demonstrate knowledge of relevant curriculum documents. 8. consider approaches to assessment and evaluation appropriate to the teaching of philosophy at all grade levels. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	❒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4763, Social Justice and Equity, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4763
Course Title:	Social Justice & Equity
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates investigate multiple understandings of the nature of knowledge and learning, and the stereotypes, prejudices, indifference, and power structures that promote inequity. They develop philosophies and methods that centralize culturally responsive pedagogies, democratic education, critical pedagogies, critical race theory, liberatory and emancipatory pedagogies.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes þ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes þ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes þ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. critically examine personal perspectives about the nature of power and privilege in various contexts. 2. demonstrate an understanding of the factors that contribute to critical, democratic, or emancipatory teaching and learning environments. 3. consider how actions and the culture of schooling and society impact students, in both negative and positive ways. 4. analyze how hierarchies based on race, class, gender, ability, and sexuality shape relations in educational contexts. 5. demonstrate an understanding of how to use and critique sociocultural theories while exploring multiple contexts of education, including systemic processes, classroom practice, and embodied teaching and learning. 6. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 7. interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers. 8. demonstrate knowledge of relevant curriculum documents. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	þ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.

How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4764, Imagination Creativity Education, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4764
Course Title:	Imagination Creativity Education
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates develop and demonstrate an understanding of imagination creativity education (ICE)for K-12 learners. Through an examination of alternative educational approaches and interdisciplinary connections among literacy, visual arts, and technology, teacher candidates develop an understanding of how creativity and imagination can enhance student engagement and learning. Teacher candidates participate in a variety of ICE experiences that promote diverse ways of knowing, creating, communicating, and expressing ideas in educational contexts.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes þ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes þ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: _24_ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial:_____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes b No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate an understanding of concepts and contexts specific to curiosity, imagination, creativity, innovation, and learning for K-12 learners. 2. demonstrate an understanding of the motivation that contributes to participant involvement in imagination, creativity, innovation, and learning. 3. compare, contrast, and evaluate the effectiveness of various pedagogical theories as they relate to Imagination Creativity Education (ICE) for K-12 learners. 4. examine diverse personal, social, cultural, and educational factors that influence Imagination Creativity Education (ICE). 5. analyze the influence of cognitive, social, emotional, physical, and spiritual experiences on creativity and learning in children and youth; 6. design learning experiences that foster imagination, creativity, and innovation in diverse educational contexts. 7. explore the role and impact of Imagination Creativity Education (ICE) for K–12 learners within the context of the Ontario curriculum. 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners. 9. model consistent, present and active engagement throughout the course as evidence of collaborative teaching practice.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	þ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.

Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4773, STEAM Education: Science, Technology, Engineering, Arts, and Mathematics, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):

This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4773
Course Title:	**STEAM Education: Science, Technology, Engineering, Arts, and Mathematics**
Course Credits	☐ 3 credits ¨ 6 credits ☒ Other 2 credits
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates design and facilitate STEAM learning experiences through the exploration of integrated science, technology, engineering, arts, and mathematics educational approaches. They engage in creative design challenges that foster inquiry, collaboration, critical thinking, and problem-solving while exploring diverse ways of knowing and expressing understandings through art and technology. Teacher candidates develop the knowledge and skills to design inclusive STEAM learning environments that recognize students' strengths, experiences, and diverse ways of learning.
Course Prerequisite:	No.
Course Corequisite:	No.
Course Antirequisite:	No.
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☒ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☒ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be offered cyclically as determined by the Dean's office.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes ☒ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is an elective in the Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. demonstrate a knowledge of Ontario Ministry of Education curriculum and policy documents relevant to STEAM subjects. 2. explore learning strategies that reflect the cross-curricular and cross-disciplinary possibilities of STEAM education. 3. critically evaluate resources for the teaching and learning of STEAM across grade levels. 4. integrate artistic and technological tools as well as scientific inquiry and engineering design processes to create projects that connect to the varied lived experiences of students. 5. cultivate belonging and collaboration to foster equity, diversity and inclusion in STEAM fields. 6. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required. 7. celebrate Indigenous worldviews, lifeways, and oral and embodied histories, such as the Anishnaabe Seven Grandfather Teachings, weaving them into culturally-relevant learning environments and content.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☒ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.
Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

New Course Template

Please include a draft course syllabus along with the following template. If this course is proposed to be offered under more than one delivery mode (for example, on-site and Distance Learning), please include a separate syllabus for each version of this course.

MOTION: The course EDUC 4786, Teaching in French Immersion, be created as outlined in the attached supporting documentation and in line with the Major Modification proposal.

JUSTIFICATION (Rationale):
This course is being created to comply with Bill 101 requirements to modify Bachelor of Education programs.

Course Code	EDUC 4786
Course Title:	Teaching in French Immersion
Course Credits	☒ 3 credits ¨ 6 credits ¨ Other
Course Description: *Restricted to 50-75 words, student-focused, present tense and active voice)*	Teacher candidates examine the pedagogical foundations of French immersion education across K-12 settings. They develop knowledge and instructional approaches that support language learning through curriculum content and curriculum learning through French, while maintaining and strengthening French-language proficiency.
Course Prerequisite:	No
Course Corequisite:	No
Course Antirequisite:	No
List any restrictions: *For example, "This course is restricted to BPHE students".*	This course is restricted to teacher candidates enrolled in the Bachelor of Education program.
Is this a Topic Course? *Topic courses are courses that students can take more than once for credit.*	¨ Yes ☑ No

Will this course have an Experiential Learning component as defined by the MCU? As defined by MCU HTTPS://CAN01.SAFELINKS.PROTECTION.OUTLOOK.COM/?URL=HTTPS://WWW.NIPISSINGU.CA/SITES/DEFAULT/FILES/2023-10/A05%2520EXPERIENTIAL%2520LEARNING%2520CHECKLIST%2520FINAL%2520SEPT%25205%2520EN.PDF&DATA=05|01|FASS@NIPISSINGU.CA|37F7C4ABCB304DB5ACB708DBD6FF5F86|B13086D8996B40658B63786A925860B5|0|0|638340164660205224|UNKNOWN|TWFPBGZSB3D8EYJWIJOIMC4WLJAWMDAILCJQIJOIV2LUMZIILCJBTII6IK1HAWWILCJXVCI6MN0=|3000|||&SDATA=ZACAAPK/47IX4CKYHYAEJ0VDZ1A6M3QNOW/XKVFPMOG=&RESERVED=0	¨ Yes ☑ No

Outline the department's plan for offering this course. *For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.*	This course will be on an annual basis as required.
List the total hours and the weekly breakdown of hours by instructional method. Courses that are 3 credits must include at least 36 hours, while 6 credit courses must be at least 72 hours. *For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.*	Total Hours: __24__ Breakdown of hours per week Clinical:_____ Independent Study: _____ Lecture:_____X_____ Lab: _____ Practical:_____ Seminar :_____ Tutorial: _____ Service Learning: _____
Is this course cross-listed? If so, with what department?	¨ Yes þ No *If yes, please written support from all departments/disciplines whose programs are affected by this proposal.*
Program Implications: *Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?*	This course is a required course for students enrolled in the Primary-Junior French as a Second Language (FSL) Bachelor of Education program.
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	☐ Yes ☒ No If yes, include rationale:

Learning Outcomes *(6-8 points, visible, measurable and in active voice)* For detailed information on Learning Outcomes, please consult the Quality Assurance website.	Students who successfully complete this course will: 1. explore pedagogical approaches and instructional strategies that support effective teaching and learning in French immersion settings. 2. demonstrate French-language proficiency appropriate for communication, instruction, and professional practice in French immersion classrooms. 3. analyze the goals, structure, and implementation of French immersion programs within the Ontario educational context, including appreciation for Francophone languages, cultures, and perspectives within French immersion learning environments. 4. examine research related to French immersion education and apply key findings to teaching practice. 5. interpret relevant Ontario Ministry of Education curriculum, policy, and resource documents to support planning, instruction, and assessment in French immersion settings. 6. consider approaches to assessment and evaluation appropriate to the teaching of French immersion. 7. explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies. 8. apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations. 9. demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
Will this course have budgetary implications? *(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)*	☑ Yes ☐ No enter additional resources: There may be budgetary implications in the form of CASBU contracts.
How will this course contribute to the program level outcomes?	Please see the curriculum map.

Who amongst your current faculty has the competencies to teach this course?	Existing full-time faculty and supplemented with part-time faculty as needed.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course includes course learning outcomes related to equity, diversity & inclusive teaching, as well as Indigenous related topics per the program- and university-learning outcomes.
How will you communicate this new offering to students?	This offering will be communicated via the Nipissing website, through recruitment materials, and the academic calendar.

MOTION: The Academic Standing and Progression Regulation be changed as outlined below and in line with the Major Modification proposal.

FROM:

ACADEMIC STANDING AND PROGRESSION

1.4 Education

The BEd degree is offered as a two-year program and must be completed in its entirety. Credit is not retained for passed courses in a failed attempt at the Bachelor of Education Program.

Students are permitted to fail (below 60%) one course in the Bachelor of Education program, with the exception of the following courses listed below. In this case, students are only allowed to make one attempt at the course.

- EDUC 0106 Introduction to Teaching (required in the Concurrent Education option)
- EDUC 4714 Practicum I
- EDUC 4855 Practicum II
- EDUC 4858 Community Leadership Experience

The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language Program (TILSL) are offered as multi-session programs and must be completed in their entirety. Credit is not retained for passed courses in a failed attempt at ITEP or TILSL.

Students are permitted to fail (below 60%) three courses in the Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language (TILSL) program, with the exception of the following courses listed below. In this case, students are allowed to make two attempts at the course.

- EDUC 4714 Practicum I
- EDUC 4814 ITEP Practicum II
- EDUC 4858 Community Leadership Experience
- EDUC 4914 ITEP Practicum III

The Indigenous Classroom Assistant Diploma Program (ICADP) is offered as multi-session program and must be completed in its entirety. Credit is not retained for passed courses in a failed attempt at ICADP.

Students are permitted to fail (below 60%) four courses in the Indigenous Classroom Assistant Diploma Program (ICADP), with the exception of the following courses listed below. In this case, students are allowed to make two attempts at the course.

- EDUC 1010 ICADP Practicum I
- EDUC 2010 ICADP Practicum II

2.0 Good Academic Standing

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program (Concurrent and Consecutive), the Indigenous Teacher Education Program and the Teacher of Indigenous Language as a Second Language Program, where students must achieve a minimum program average of 70%, with no mark lower than 60%. Students in the

Indigenous Classroom Assistant Diploma Program will be considered in Good Academic Standing if they receive no mark lower than 60% in any program course, and a SAT in a practicum course.

3.4 Bachelor of Education (Consecutive and Concurrent)

Concurrent students must complete their Nipissing Honours degree, including the Concurrent Education specific courses, by the end of April, in order to progress into Year 5 Bachelor of Education professional years. All courses required for the Honours undergraduate degree and/or teachable subject requirements must be completed by May 1 of the year for which the BEd Year 5 transition is being made.

In order to progress to Year 2 in the Consecutive program and Year 6 in the Concurrent route, students must achieve an average of 70% overall, with no mark lower than 60% in EDUC courses.

Students must pass EDUC 4714 Practicum I to progress to Year 2 (Consecutive) and Year 6 (Concurrent).

6.4 Education

Students will be required to withdraw from the Bachelor of Education program if:

(i) they fail one of the courses listed in Section 1.4, all of which may only be attempted once;

(ii) they earn two failing grades in a particular course (i.e., fail the repeated attempt), or fail two different courses, not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of two failed courses permitted.

Students will be required to withdraw from the Indigenous Teacher Education Program or the Indigenous Language as a Second Language program if:

(i) they do not complete their respective program within 6 years of their program start date;

(ii) they fail on two attempts, one of the courses listed in Section 1.4, all of which may only be attempted twice;

(iii) they earn four failing grades in a course or courses not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of four failed courses permitted.

Students will be required to withdraw from the Indigenous Classroom Assistant Diploma Program if:

(i) they do not complete their respective program within 4 years of their program start date;

(ii) they fail on two attempts, one of the courses listed in Section 1.4, all of which may only be attempted twice;

(iii) they earn five failing grades in a course or courses not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of five failed courses permitted.

TO:

Academic Standing and Progression

1.4 Education

The BEd degree is offered as a three-term program and must be completed in its entirety. Credit is not retained for passed courses in a failed attempt at the Bachelor of Education Program.

A failing grade in an Education course is a mark below 60% or an unsatisfactory in EDUC 4393 and EDUC 4394.

Concurrent Education

Students are permitted a maximum of one failing grade for any course listed under the Early Program Requirements for the Concurrent Education program.

Students are not permitted to fail any course listed under the Concurrent Education Advanced Program Requirements or Professional Year Requirements.

Consecutive Education

Students are not permitted to fail any course in the consecutive Bachelor of Education program.

Indigenous Teacher Education Program and Teacher of Indigenous Languages as a Second-Language Program

The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language Program (TILSL) are offered as multi-session programs and must be completed in their entirety. Credit is not retained for passed courses in a failed attempt at ITEP or TILSL.

Students are permitted to fail (below 60%) three courses in the Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Languages as a Second Language (TILSL) program, with the exception of the following courses listed below. In this case, students are allowed to make two attempts at the course.

I. EDUC 4714 Practicum I
II. EDUC 4814 ITEP Practicum II
III. EDUC 4858 Community Leadership Experience
IV. EDUC 4914 ITEP Practicum III

Indigenous Classroom Assistant Diploma Program

The Indigenous Classroom Assistant Diploma Program (ICADP) is offered as multi-session program and must be completed in its entirety. Credit is not retained for passed courses in a failed attempt at ICADP.

Students are permitted to fail (below 60%) four courses in the Indigenous Classroom Assistant Diploma Program (ICADP), with the exception of the following courses listed below. In this case, students are allowed to make two attempts at the course.

EDUC 1010 ICADP Practicum I

EDUC 2010 ICADP Practicum II

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2.0 Good Academic Standing (Consecutive and Concurrent)

Students will be considered in good academic standing if they achieve a minimum cumulative average of 60%, with the exception of the Bachelor of Education program (Concurrent and Consecutive), the Indigenous Teacher Education Program and the Teacher of Indigenous Language as a Second Language Program, where students must achieve a minimum program average of 70%, with no mark lower than 60%. Students in the Indigenous Classroom Assistant Diploma Program will be considered in Good Academic Standing if they receive no mark lower than 60% in any program course, and a SAT in a practicum course.

3.4 Bachelor of Education (Concurrent)

Concurrent students must complete their Nipissing Honours or Four Year degree, including the Early and Advanced Concurrent Education Program Requirements in order to progress into the Bachelor of Education Professional Year. All courses required for the Honours or Four Year undergraduate degree and/or teachable subject requirements must be completed before progression to the Bachelor of Education Professional Year.

6.4 Education

Concurrent Education

Students who receive two failing grades, including in the same course twice, for any course listed under the Early Program Requirements will be removed from the Concurrent Bachelor of Education program, but will be eligible to apply to the consecutive program with a completed undergraduate degree.

Students who receive a failing grade for any course listed under Advanced Program Requirements or the Professional Year Requirements will be removed from the Concurrent Bachelor of Education program.

Consecutive Education

Students will be removed from the Consecutive Bachelor of Education if they fail any course.

Indigenous Teacher Education Program and Teacher of Indigenous Languages as a Second-Language Program

Students will be required to withdraw from the Indigenous Teacher Education Program or the Indigenous Language as a Second Language program if:

(i) they do not complete their respective program within 6 years of their program start date;

(ii) they fail on two attempts, one of the courses listed in Section 1.4, all of which may only be attempted twice;

(iii) they earn four failing grades in a course or courses not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of four failed courses permitted.

Indigenous Classroom Assistant Diploma Program

Students will be required to withdraw from the Indigenous Classroom Assistant Diploma Program if:

(i) they do not complete their respective program within 4 years of their program start date;

(ii) they fail on two attempts, one of the courses listed in Section 1.4, all of which may only be attempted twice;

(iii) they earn five failing grades in a course or courses not listed in Section 1.4. Although students who fail one course not listed in Section 1.4 may have the opportunity to repeat it and obtain the credit, the original failed course will still count as one of five failed courses permitted.

MOTION: The Bachelor of Education Degree Requirements be changed as outlined below and in line with the Major Modification proposal.

FROM:

Bachelor of Education (Consecutive)

To qualify for the Bachelor of Education degree and to qualify for a Certificate of Qualification and Registration, a candidate must:

a. Complete 60 credits, with a minimum overall average of 70%;
b. Satisfy all stated requirements of the degree.
c. Obtain a final grade of "Satisfactory" in EDUC 4714 Practicum I, EDUC 4855 Practicum II and EDUC 4858 Community Leadership Experience;
d. Obtain a minimum overall average of 70% with at least 60% in each course;
e. Complete the Bachelor of Education Program within four (4) years of the original date of admission.

Bachelor of Education (Concurrent)

To graduate with a an **Honours Undergraduate degree (BA, BSc, BFA, or BBA)/Bachelor of Education degree**, and to qualify for a Certificate of Qualification students must:

a. Satisfy all of the stated requirements for the Honours Undergraduate degree and the Bachelor of Education degree;
b. Include the following Concurrent Education set of courses:
    - Math 1070
      or six credits in Mathematics courses having 4U or equivalent prerequisites;
    - ACAD 1601
    - EDUC 0106
    - PSYC 2020; or both of PSYC 2006 and PSYC 2007; or both of CHFS 2106 and CHFS 2107

To graduate with a an **Honours BPHE degree/Bachelor of Education degree**, and to qualify for a Certificate of Qualification students must:

a. Satisfy all of the stated requirements for the Honours BPHE degree and the Bachelor of Education degree;
b. Include the following Concurrent Education set of courses:
    - Math 1070
      or six credits in Mathematics courses having 4U or equivalent prerequisites;
    - ACAD 1601
    - EDUC 0106
    - PHED 2017
    - PHED 3106 and PHED 4106 with one of PHED 3106 or PHED 4106 successfully completed in and educational setting working with children.

TO:

Degree Requirements

Bachelor of Education (Consecutive)

To qualify for the Bachelor of Education degree and to qualify for a Certificate of Qualification and Registration, a candidate must:

I. Complete the required credits as specified by division (45 for Primary and Junior, 51 for Primary and Junior FSL, 48 for Junior and Intermediate, and 45 for Intermediate and Senior);
II. Satisfy all stated requirements of the degree;
III. Obtain a final grade of "Satisfactory" in EDUC 4393 Practicum I, EDUC 4394 Practicum II;
IV. Obtain a minimum overall average of 70% with at least 60% in each course;
V. Complete the Bachelor of Education Program within three (3) years of the original date of admission;

Bachelor of Education (Concurrent)

To graduate with an Honours or Four Year Undergraduate degree (BA, BSc, BFA, BPHE, BComm or BBA)/Bachelor of Education degree, and to qualify for a Certificate of Qualification students must:

I. Satisfy all of the stated requirements for the Honours or Four Year Undergraduate degree (120 credits) and the Bachelor of Education degree (45 for Primary and Junior, 51 for Primary and Junior FSL, 47 for Junior and Intermediate, and 45 for Intermediate and Senior);
II. Satisfy all stated requirements of the degree;
III. Obtain a final grade of "Satisfactory" in EDUC 4393 Practicum I, EDUC 4394 Practicum II;
IV. Obtain a minimum overall average of 70% with at least 60% in each Education course;
V. Complete the Bachelor of Education Program within seven (7) years of the original date of admission to the Concurrent Bachelor of Education program.

SECTION 4 – MAJOR MODIFICATION PROTOCOL (PROGRAM RENEWAL AND SIGNIFICANT CHANGE)

Letter of Intent for a Major Modification

Step 1: This Letter of Intent is the first stage of approval for all proposed Major Modifications. Complete and submit to the Dean.

CURRENT PROGRAM NAME	Bachelor of Education (concurrent and consecutive)
IF CHANGING, PROPOSED PROGRAM NAME	Click or tap here to enter text.
ACADEMIC UNIT PROPOSING THE MODIFICATION	Schulich School of Education
PROPOSED START DATE	May 2027
SUBMITTED BY	Kristen Ferguson, Interim Assoicate Dean of Education

PLEASE PROVIDE A DESCRIPTION OF THE PROPOSED MAJOR MODIFICATION
This proposed major modification is a comprehensive revision of the consecutive and concurrent BEd programs to align with new provincial requirements for teacher education in Ontario, as per Bill 101. The major modification for the consecutive BEd degree includes a 12-month structure, earlier practicum experiences (with a minimum of 80 days), and strengthened integration of theory and practice. The major modification for the concurrent education BEd degree includes students taking EDUC classes during their four-year undergraduate degree, then exclusively taking EDUC courses in the fall and winter terms following the completion of their undergraduate degree.

WHAT INITIATED THIS PROPOSAL (STUDENT DEMAND, RECOMMENDATIONS FROM CYCLICAL REVIEW, EXTERNAL FUNDING, ETC.)?
This proposal is primarily driven by recent provincial legislative changes governing teacher education in Ontario, Bill 101. It is further informed by recommendations from the program's recent 2025/2026 IQAP review, which included feedback from alumni, current students, and external reviewers.

PROVIDE DETAILS OF EXISTING AND NEW RESOURCES (HUMAN, PHYSICAL AND BUDGETARY) REQUIRED TO SUPPORT THIS PROPOSAL. IF FINANCIAL RESOURCES ARE REQUIRED, PLEASE INCLUDE A PRELIMINARY BUDGET WITH THIS LETTER OF INTENT
Because this major modification involves shortening the existing BEd program from four terms to three, the new program will leverage existing infrastructure, including classroom spaces, library resources, faculty, student support services, and staff, including the practicum office. While the transition year will result in a "double cohort" of BEd students in spring/fall 2027 and winter 2028, it is anticipated that these one-time expenses, such as additional faculty instructors and placement costs, will be covered with the $357 142 being provided by MCURES for transition funding.

WHAT IS THIS PROPOSAL'S RELATIONSHIP TO BOTH THE UNIVERSITY'S STRATEGIC PLAN AND ACADEMIC PLAN?
This major modification proposal aligns with Nipissing University's strategic and academic priorities by strengthening experiential learning, community engagement, and inclusive education. It also reflects the *Pathways* framework by supporting a modern student-centred teacher education program design and provides an opportunity to renew and strengthen key areas of the Consecutive and Concurrent BEd programs, particularly Indigenous education in alignment with the institution's commitment to Truth and Reconciliation.

ADMINISTRATIVE COMMENTS

DECANAL COMMENTS
Though challenging and effortful, this major modification has presented the School with the opportunity to re-launch a fully integrated concurrent education program, and to update program and course curriculum, such as the inclusion of a required Indigenous Education course. The outcome of this difficult work will no doubt be a strong and competitive program that also strengthens and supports other undergraduate programs at Nipissing University. I am supportive of this letter of intent and look forward to working with the unit in developing the full proposoal.

PROVOST COMMENTS
I am in full support of this letter of intent and look forward to supporting the unit and Dean as they undertake this important work.

DECANAL SIGNATURE	PROVOST SIGNATURE
	

SECTION 4 – MAJOR MODIFICATION PROTOCOL (PROGRAM RENEWAL AND SIGNIFICANT CHANGE)

Proposal for Major Modification

APPROVAL OF THE LETTER OF INTENT MUST HAVE BEEN RECEIVED TO CONTINUE TO THIS STEP. PLEASE ATTACH THE APPROVED LOI TO THIS PROPOSAL.

The academic unit will prepare the Proposal for Major Modification as per the template below. From there, this Proposal will be submitted to:

Undergraduate Programs

- Academic Unit
- ARCC
- Faculty Executive
- ACC*
- Senate

Graduate Programs

- Academic Unit
- GSC*
- Faculty Executive
- Senate

*If the Provost determines the Major Modification may require substantial changes to resources/infrastructure, the proposal will also need to be heard at AQAPC following ACC (for undergraduate programs) or GSC (for graduate programs). The proposal must be reviewed at both AQAPC and ACC/GSC before moving forward to Senate.

CURRENT PROGRAM NAME:	Bachelor of Education, Consecutive and Concurrent
IF CHANGING, PROPOSED PROGRAM NAME:	Click or tap here to enter text.
ACADEMIC UNIT PROPOSING THE MODIFICATION:	Schulich School of Education
PROPOSED START DATE:	May 2027
SUBMITTED BY:	Kristen Ferguson, Interim Associate Dean of Education

PROVIDE A DETAILED SUMMARY OF THE PROPOSED MAJOR MODIFICATION.
This major modification revises Nipissing University's Bachelor of Education (BEd) program to align with new provincial requirements for teacher education programs in Ontario, effective May 2027. The modification responds to legislative and regulatory changes made under Ontario Bill 101 that require teacher education programs to transition from the current four-semester model to a three-semester, 12-month model while maintaining the required practicum components and meeting all Ontario College of Teachers accreditation requirements. The BEd program will continue to be offered through two pathways: Consecutive BEd and Concurrent BEd. The Consecutive BEd program will remain a program for which students may apply for admission on the basis of a completed undergraduate degree. This modification will reorganize existing BEd program requirements into a 3-semester/12-month structure beginning in May and concluding

the following April. With this modification, coursework and practicum experiences will become compliant with provincial requirements, including the minimum 80 days of practicum experience, while maintaining the existing program learning outcomes and Ontario College of Teachers (OCT) Core competencies required for program accreditation.

The Concurrent BEd program will remain a program for which students may apply to complete concurrently with an eligible undergraduate degree. This Concurrent BEd program consists of the same revised structure as the Consecutive program; however, the delivery of the program will be sequenced such that students will complete the first of the three BEd terms during the undergraduate terms, followed by the two remaining BEd terms. The Concurrent BEd program provides a coherent progression from foundational educational studies to professional preparation.

EXPLAIN THE RATIONALE FOR MODIFYING THE EXISTING PROGRAM. WHY ARE THESE CHANGES NECESSARY? WHAT DOES THE PROGRAM SEEK TO ACCOMPLISH BY IMPLEMENTING THESE CHANGES? HOW DOES THIS MODIFICATION IMPROVE THE STUDENT EXPERIENCE?

This major modification is necessary to align the Concurrent and Consecutive Bachelor of Education programs with new provincial requirements for teacher education programs in Ontario that will take effect beginning in May 2027. The proposed changes respond directly to legislated revisions in Bill 101 requiring teacher education programs to move from the current four-semester structure to a three-semester, 12-month model while maintaining Ontario College of Teachers accreditation requirements and a required 80 day practicum experience. The purpose of the modification is to ensure continued compliance with provincial and accreditation requirements while maintaining the quality, integrity, and learning outcomes of the existing BEd programs. For students, the Consecutive revised structure provides an attractive and coherent pathway through the program that aligns with provincial expectations and allows completion of teacher education requirements within the new 12-month framework. Concurrent students will take BEd program coursework throughout their undergraduate studies, allowing for earlier engagement with educational theory and professional learning while supporting a more gradual and integrated transition into their final year of teacher education.

IDENTIFY THIS MODIFICATION'S RELATIONSHIP TO THE UNIVERSITY'S STRATEGIC PLAN, AND THE APPROVED STRATEGIC MANDATE AGREEMENT (SMA). IF RELEVANT, DISCUSS THIS PROPOSAL IN RELATION TO OTHER STRATEGIC DOCUMENTS EXTERNAL TO THE UNIVERSITY (FOR EXAMPLE, THE TRUTH AND RECONCILIATION COMMISSION OF CANADA: CALLS TO ACTION, AND THE UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS).

The modification aligns with Nipissing University's strategic priorities and mission. The Nipissing University Act identifies Education as a core component of the University's mandate and specifically recognizes the institution's responsibility to offer programs in Education and address the needs of northern Ontario. The Bachelor of Education remains one of Nipissing's flagship programs and contributes significantly to the University's strong graduate employment outcomes, a key measure within the Strategic Mandate Agreement. The modification ensures the continued delivery of high-quality teacher education in northern Ontario while meeting new provincial

mandated requirements. It further aligns with the Pathways strategic plan by supporting student success, sustainable program delivery, and the University's commitment to Truth and Reconciliation through the addition of a required Indigenous Education course as well an Indigenous course learning outcome in each Bachelor of Education course.

Regarding Nipissing's SMA4, key performance metrics include Graduate Employment Rate in Related Field, Graduation Rate, Graduate Employment Earnings, Experiential Learning, and Community/Local Impact. The BEd program provides strong scores across these SMA4 metrics.

IF ANY OF THE CHANGES HAVE BEEN DEVELOPED AS A RESULT OF RECOMMENDATION(S) FROM A CYCLICAL PROGRAM REVIEW, PLEASE IDENTIFY THOSE CHANGES ALONG WITH THEIR ASSOCIATED RECOMMENDATION(S) FROM THE REVIEW.

Several elements of the modification align with recommendations arising from the 2025/26 cyclical IQAP Review. In response to Recommendation 2 (Modes of Delivery: Revisiting the Practicum Experience and Scheduling), the revised Consecutive BEd program includes an online spring term prior to the in-person fall and winter terms, reducing the length of time students are required to relocate to North Bay while maintaining program requirements. In response to Recommendation 3 (Expanded and Balanced Arts Education), a new 12-hour Drama and Dance course has been added to both the Concurrent and Consecutive BEd programs to provide more explicit and balanced preparation across all four arts areas. In response to Recommendation 4 (Dedicated Course in Indigenous Ways of Knowing and Sustainable Education), a new required 24-hour Indigenous Education is mandatory in both the Concurrent and Consecutive BEd programs and each BEd course now has at least one Indigenous course learning outcome to provide teaching and learning experience focused on Indigenous ways of knowing, teaching, and learning. These changes support implementation of recommendations from the Cyclical Program Review while also aligning with the requirements of the revised provincial teacher education framework.

PROVIDE DETAILS OF EXISTING AND NEW RESOURCES (HUMAN, PHYSICAL AND BUDGETARY) REQUIRED TO MODIFY THE PROGRAM. BE SURE TO DETAIL WHERE SAVINGS MAY BE FOUND AS A RESULT OF THE MODIFICATION.

The modification can be implemented through existing human, physical, and budgetary resources. Current faculty, staff, classroom space, library holdings, technology, student support services, and practicum infrastructure are sufficient to support the revised program structure. No new ongoing resources are anticipated as a result of the modification. While temporary transition supports may be required during implementation, the revised three-semester structure may create opportunities for greater administrative efficiencies associated with admissions, registration, advising, and practicum management and reduced reliance on part-time instructors over time. The modification is expected to be budget neutral or result in modest operational savings while maintaining program quality and OCT accreditation requirements. Overall, because the proposal represents an attractive BEd program for students, we are optimistic that positive recruitment results will translate to increased admissions into both Concurrent and Consecutive BEd programs.

DISCUSS THE PROGRAM'S MODE(S) OF DELIVERY (E.G., LECTURE FORMAT, DISTANCE, PROBLEM-BASED, COMPRESSED PART-TIME, OR OTHER NON-STANDARD FORM OF DELIVERY). EXPLAIN WHY

THIS APPROACH IS BEST SUITED TO FACILITATE STUDENTS' SUCCESSFUL COMPLETION OF THE PROGRAM-LEVEL LEARNING OUTCOMES.
The modified program structure reflects the provincial requirement to transition teacher education programs from four terms to a compressed three-term, 12-month model. To support student success within this accelerated timeframe, the mode of delivery for the Consecutive BEd will include an online spring term followed by in-person fall and winter terms. The online courses are well suited to theoretical, foundational, and reflective learning, while the in-person terms emphasize interactive, hands-on learning and professional skill development. The Building Learning Communities course is now linked directly to the first practicum block to provide opportunities for teacher candidates to connect course concepts with observations and experiences in schools, strengthening the relationship between coursework and practicum. The online spring term also reduces the length of time students are required to relocate to North Bay while maintaining program quality and providing greater flexibility. The Concurrent BEd combines BEd coursework completed throughout the undergraduate degree with an intensive period of professional preparation following their undergraduate degree completion. BEd courses delivered during the undergraduate degree may be delivered either in-person or online.

IF THIS PROPOSAL IMPACTS THE PROGRAM'S CURRICULUM, PLEASE PROVIDE A COPY OF THE CURRENT PROGRAM REQUIREMENTS FROM THE ACADEMIC CALENDAR, AS WELL AS A COPY OF HOW THE PROPOSED VERSION WOULD APPEAR IF APPROVED. PLEASE HIGHLIGHT THE DIFFERENCES BETWEEN THE TWO VERSIONS OF THE PROGRAM.
Current BEd Program Requirements: BACHELOR OF EDUCATION (BED) – CONSECUTIVE # Bachelor of Education (BEd)-Consecutive ## Graduation Requirements: In addition to the program requirements listed below, students must also satisfy the Bachelor of Education degree requirements. Please refer to the Degree Requirement section for further information. ## Program Requirements: The Schulich School of Education offers a two-year consecutive program (after degree program) leading to a Bachelor of Education degree. In order to be admissible to this degree, students must possess or be graduating with an undergraduate degree. Please refer to the Admissions section for further details.

Program Requirements

All Divisions

Students in all divisions must complete the following required cross-divisional program requirements:

EDUC 4716	Legal and Social Foundations of Education
EDUC 4726	Diversity and Inclusion
EDUC 4736	Introduction to Curriculum Design and Teaching
EDUC 4746	Assessment, Evaluation and Communication of Student Learning
EDUC 4756	Curriculum Design and Inquiry
EDUC 4762	Proactive and Inclusive Classroom Management
EDUC 4776	Special Needs of Students
EDUC 4714	Practicum I
EDUC 4855	Practicum II
EDUC 4858	Community Leadership Experience

Primary and Junior Divisions

Students must complete the following required divisional program requirements:

EDUC 4717	Language and Literacies for the Primary and Junior Divisions
EDUC 4727	Emergent and Early Literacy for the Primary and Junior Divisions
EDUC 4737	Health and Physical Education for the Primary and Junior Divisions
EDUC 4747	Mathematics for the Primary and Junior Divisions
EDUC 4757	Music for the Primary and Junior Divisions
EDUC 4767	Science and Technology for the Primary and Junior Divisions
EDUC 4777	Social Studies for the Primary and Junior Divisions
EDUC 4787	Visual Arts for the Primary and Junior Divisions
Education Electives	

Students registered in the Primary and Junior Divisions with French as a Second Language must take the following courses: EDUC 4717; EDUC 4727; EDUC 4737; EDUC 4747; EDUC 4757; EDUC 4767; EDUC 4777; EDUC 4787
Plus the following:

EDUC 4702	Teaching in French Immersion

EDUC 4738	French as a Second Language (Elementary)	3 cr.
Education Electives		3 cr.

Junior and Intermediate Divisions

Students must complete the following required divisional program requirements:

EDUC 4817	Health and Physical Education for the Junior and Intermediate Divisions
EDUC 4827	Mathematics for the Junior and Intermediate Divisions
EDUC 4837	Music for the Junior and Intermediate Divisions
EDUC 4847	Science and Technology for the Junior and Intermediate Divisions
EDUC 4857	Social Studies for the Junior and Intermediate Divisions
EDUC 4867	Visual Arts for the Junior and Intermediate Divisions
EDUC 4897	Language and Literacies for the Junior and Intermediate Divisions
Education Electives	

Students registered in the Junior and Intermediate Divisions must complete one of the following teaching subjects:

EDUC 4728	English (Intermediate)
EDUC 4738	French as a Second Language (Elementary)
EDUC 4748	Geography (Intermediate)
EDUC 4758	Health and Physical Education (Intermediate)
EDUC 4768	History (Intermediate)
EDUC 4778	Mathematics (Intermediate)
EDUC 4788	Music—Instrumental (Intermediate)
EDUC 4808	Science—General (Intermediate)
EDUC 4818	Visual Arts (Intermediate)
EDUC 4917	First Nation, Metis and Inuit Studies (Intermediate)
EDUC 4926	Anishnaabemwin as a Second Language (Intermediate)

Intermediate and Senior Divisions

Students must complete the following required divisional program requirements:

EDUC 4877	Language and Literacies for the Intermediate and Senior Divisions
EDUC 4887	Mathematics for the Intermediate and Senior Divisions
Education Electives	

Students registered in the Intermediate and Senior Divisions must complete two teaching subjects. Each teaching subject has an Intermediate level course and a Senior level course. See charts below.

Intermediate level courses:

EDUC 4296	Social Sciences (Intermediate)
EDUC 4708	Business Studies General (Intermediate)
EDUC 4728	English (Intermediate)
EDUC 4738	French as a Second Language (Elementary)
EDUC 4748	Geography (Intermediate)
EDUC 4758	Health and Physical Education (Intermediate)
EDUC 4768	History (Intermediate)
EDUC 4778	Mathematics (Intermediate)
EDUC 4788	Music—Instrumental (Intermediate)
EDUC 4808	Science—General (Intermediate)
EDUC 4818	Visual Arts (Intermediate)
EDUC 4917	First Nation, Metis and Inuit Studies (Intermediate)

Senior level courses:

EDUC 4297	Social Sciences (Senior)
EDUC 4709	Business Studies General (Senior)
EDUC 4729	English (Senior)
EDUC 4739	French as a Second Language (Secondary)
EDUC 4749	Geography (Senior)
EDUC 4759	Health and Physical Education (Senior)

EDUC 4769	History (Senior)	3 cr.
EDUC 4779	Mathematics (Senior)	3 cr.
EDUC 4789	Music—Instrumental (Senior)	3 cr.
EDUC 4809	Science—Biology (Senior)	3 cr.
EDUC 4819	Science—Chemistry (Senior)	3 cr.
EDUC 4829	Science—Physics (Senior)	3 cr.
EDUC 4839	Visual Arts (Senior)	3 cr.
EDUC 4907	First Nation, Metis and Inuit Studies (Senior)	3 cr.

Note: For senior science teaching subjects (Biology, Chemistry and Physics), the intermediate level course is Science—General.

Those students who have two senior science teaching subjects (Biology–Chemistry, Biology–Physics or Chemistry–Physics) will take an additional elective.

BACHELOR OF EDUCATION (BED) – CONCURRENT

Bachelor of Education (BEd)-Concurrent

Graduation Requirements:

In addition to the program requirements listed below, students must also satisfy the Bachelor of Education degree requirements. Please refer to the Degree Requirement section for further information.

Program Requirements:

Concurrent Education is applicable to all honours undergraduate programs with the exception of the BScN, and the BSW.

Students who are admitted to a degree program with Concurrent Education, and who complete their Nipissing Honours degree, including the Concurrent Education specific courses, by the end of April, will transition into Years 5 and 6 of the Bachelor of Education professional years. All courses required for the Honours undergraduate degree and/or teachable subject requirements must be completed by May 1 of the year for which the BEd Year 5 transition is being made.

Concurrent Education with an Honours undergraduate degree

Students must comply with the requirements for their degree program and include the following Concurrent Education set of courses:

MATH 1070	Fundamental Concepts of Mathematics, or six credits in Mathematics courses having 4U or equivalent prerequisites, and
EDUC 0106	Introduction to Teaching (taken in Year 2), and
PSYC 2020	Developmental Psychology for Educators
or both of	
PSYC 2006	Childhood Development and
PSYC 2007	Adult Development
or both of	
CHFS 2106	Human Development: Children and Youth
CHFS 2107	Human Development: Adults and Aging

Concurrent Education with BPHE

Students must comply with the requirements for their BPHE degree program and include the following Concurrent Education set of courses:

MATH 1070	Fundamentals of Arithmetic for Teachers, or six credits in Mathematics courses having 4U or equivalent prerequisites, and
EDUC 0106	Introduction to Teaching (taken in Year 2), and
PHED 2017	Teaching and Learning in Physical Education, and

In addition, once all undergraduate degree requirements are met, students must complete the following Education requirements outlined below.

Education Requirements

All Divisions

Students in all divisions must complete the following program requirements:

EDUC 4716	Legal and Social Foundations of Education
EDUC 4726	Diversity and Inclusion
EDUC 4736	Introduction to Curriculum Design and Teaching
EDUC 4746	Assessment, Evaluation and Communication of Student Learning

EDUC 4756	Curriculum Design and Inquiry	3 cr.
EDUC 4762	Proactive and Inclusive Classroom Management	3 cr.
EDUC 4776	Special Needs of Students	3 cr.
EDUC 4714	Practicum I	3 cr.
EDUC 4855	Practicum II	5 cr.
EDUC 4858	Community Leadership Experience	1 cr.

Primary and Junior Divisions

Students must complete the following program requirements:

EDUC 4717	Language and Literacies for the Primary and Junior Divisions
EDUC 4727	Emergent and Early Literacy for the Primary and Junior Divisions
EDUC 4737	Health and Physical Education for the Primary and Junior Divisions
EDUC 4747	Mathematics for the Primary and Junior Divisions
EDUC 4757	Music for the Primary and Junior Divisions
EDUC 4767	Science and Technology for the Primary and Junior Divisions
EDUC 4777	Social Studies for the Primary and Junior Divisions
EDUC 4787	Visual Arts for the Primary and Junior Divisions
Education Electives	

Students registered in the Primary and Junior Divisions with French as a Second Language must take the following courses: EDUC 4717; EDUC 4727; EDUC 4737; EDUC 4747; EDUC 4757; EDUC 4767; EDUC 4777; EDUC 4787
Plus the following:

EDUC 4702 Teaching in French Immersion	3 cr.
EDUC 4738 French as a Second Language (Elementary)	3 cr.
Education Electives	3 cr.

Junior and Intermediate Divisions

Students must complete the following program requirements:

EDUC 4817	Health and Physical Education for the Junior and Intermediate Divisions	3 cr.
EDUC 4827	Mathematics for the Junior and Intermediate Divisions	3 cr.
EDUC 4837	Music for the Junior and Intermediate Divisions	3 cr.
EDUC 4847	Science and Technology for the Junior and Intermediate Divisions	3 cr.
EDUC 4857	Social Studies for the Junior and Intermediate Divisions	3 cr.
EDUC 4867	Visual Arts for the Junior and Intermediate Divisions	3 cr.
EDUC 4897	Language and Literacies for the Junior and Intermediate Divisions	3 cr.
Education Electives		6 cr.

Students registered in the Junior and Intermediate Divisions must complete one of the following teaching subjects:

EDUC 4728	English (Intermediate)
EDUC 4738	French as a Second Language (Intermediate)
EDUC 4748	Geography (Intermediate)
EDUC 4758	Health and Physical Education (Intermediate)
EDUC 4768	History (Intermediate)
EDUC 4778	Mathematics (Intermediate)
EDUC 4788	Music—Instrumental (Intermediate)
EDUC 4798	Religious Education (Intermediate)
EDUC 4808	Science—General (Intermediate)
EDUC 4818	Visual Arts (Intermediate)
EDUC 4917	First Nation, Metis and Inuit Studies (Intermediate)
EDUC 4926	Anishnaabemwin as a Second Language (Intermediate)

Intermediate and Senior Divisions

Students must complete the following program requirements:

EDUC 4877	Language and Literacies for the Intermediate and Senior Divisions
EDUC 4887	Mathematics for the Intermediate and Senior Divisions

Education Electives		cr.
Students registered in the Intermediate and Senior Divisions must complete two teaching subjects. Each teaching subject has an Intermediate level course and a Senior level course. See charts below.		
Intermediate level courses:		
EDUC 4708	Business Studies General (Intermediate)	
EDUC 4728	English (Intermediate)	
EDUC 4738	French as a Second Language (Intermediate)	
EDUC 4748	Geography (Intermediate)	
EDUC 4758	Health and Physical Education (Intermediate)	
EDUC 4768	History (Intermediate)	
EDUC 4778	Mathematics (Intermediate)	
EDUC 4788	Music—Instrumental (Intermediate)	
EDUC 4798	Religious Education (Intermediate)	
EDUC 4808	Science—General (Intermediate)	
EDUC 4818	Visual Arts (Intermediate)	
EDUC 4917	First Nation, Metis and Inuit Studies (Intermediate)	
Senior level courses:		
EDUC 4297	Social Sciences (Senior)	
EDUC 4709	Business Studies General (Senior)	
EDUC 4729	English (Senior)	
EDUC 4739	French as a Second Language (Senior)	
EDUC 4749	Geography (Senior)	
EDUC 4759	Health and Physical Education (Senior)	
EDUC 4769	History (Senior)	
EDUC 4779	Mathematics (Senior)	
EDUC 4789	Music—Instrumental (Senior)	
EDUC 4799	Religious Education (Senior)	

EDUC 4809	Science—Biology (Senior)	3 cr.
EDUC 4819	Science—Chemistry (Senior)	3 cr.
EDUC 4829	Science—Physics (Senior)	3 cr.
EDUC 4839	Visual Arts (Senior)	3 cr.
EDUC 4907	First Nation, Metis and Inuit Studies (Senior)	3 cr.

Note: For senior science teaching subjects (Biology, Chemistry and Physics), the intermediate level course is Science—General.

Those students who have two senior science teaching subjects (Biology–Chemistry, Biology–Physics or Chemistry–Physics) will take an additional elective.

New Program Requirements:

Bachelor of Education (BEd) – Consecutive

Graduation Requirements:
In addition to the program requirements listed below, students must also satisfy the Bachelor of Education degree requirements. Please refer to the Degree Requirement section for further information.

Program Requirements:
The Schulich School of Education offers a three-term consecutive program (after degree program) leading to a Bachelor of Education degree. In order to be admissible to this degree, students must possess or be graduating with an undergraduate degree. Please refer to the Admissions section for further details.

Program Requirements

Primary and Junior Divisions

Students must complete the following required divisional program requirements:

CODE	Course	Credit
EDUC 4106	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions	3
EDUC 4127	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions	3
EDUC 4153	Digital Learning and Critical Practice	1
EDUC 4173	Building Learning Communities for the Primary and Junior Divisions	2
EDUC 4184	Equity, Diversity, and Inclusion in Professional Practice	2
EDUC 4193	Healthy Learners, Healthy Schools for the Primary and Junior Divisions	2

EDUC 4223	Special Education for the Primary and Junior Divisions	2
EDUC 4253	Legal, Historical, and Philosophical Foundations of Education	2
EDUC 4263	Anishinaabe Ways of Knowing, Being and Learning in Education	2
EDUC 4593	Drama and Dance for the Primary and Junior Divisions	1
EDUC 4513	Language and Literacies for the Primary and Junior Divisions	4
EDUC 4507	Mathematics for the Primary and Junior Divisions	3
EDUC 4583	Music for the Primary and Junior Divisions	2
EDUC 4553	Health and Physical Education for the Primary and Junior Divisions	2
EDUC 4543	Science, Technology, and Environmental Education for the Primary and Junior Divisions	2
EDUC 4563	Social Studies for the Primary and Junior Divisions	2
EDUC 4573	Visual Arts for the Primary and Junior Divisions	2
EDUC 4393	Practicum I	1
EDUC 4394	Practicum II	5
Various	Education Elective	2
		45 total credits

Students registered in the Primary and Junior Divisions with French as a Second Language must take all of the courses listed above, plus the following:

EDUC 4017	French as a Second Language for the Primary, Junior, and Intermediate Divisions	3
EDUC 4786	Teaching in French Immersion	3
		51 total credits

Junior and Intermediate Divisions

Students must complete the following required divisional program requirements:

CODE	Course	Credit
EDUC 4107	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions	3
EDUC 4136	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions	3
EDUC 4153	Digital Learning and Critical Practice	1
EDUC 4174	Building Learning Communities for the Junior and Intermediate Divisions	2
EDUC 4184	Equity, Diversity, and Inclusion in Professional Practice	2
EDUC 4194	Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions	2
EDUC 4233	Special Education for the Junior and Intermediate Divisions	2
EDUC 4253	Legal, Historical, and Philosophical Foundations of Education	2
EDUC 4263	Anishinaabe Ways of Knowing, Being and Learning in Education	2
EDUC 4594	Drama and Dance for the Junior and Intermediate Divisions	1
EDUC 4533	Language and Literacies for the Junior and Intermediate Divisions	4
EDUC 4526	Mathematics for the Junior and Intermediate Divisions	3
EDUC 4584	Music for the Junior and Intermediate Divisions	2
EDUC 4554	Health and Physical Education for the Junior and Intermediate Divisions	2

EDUC 4544	Science, Technology, and Environmental Education for the Junior and Intermediate Divisions	2
EDUC 4564	Social Studies for the Junior and Intermediate Divisions	2
EDUC 4574	Visual Arts for the Junior and Intermediate Divisions	2
EDUC 4393	Practicum I	1
EDUC 4394	Practicum II	5
Various	Education Elective	2
Various	Intermediate Teaching Subject (listed below)	3
		48 total credits

Students registered in the Junior and Intermediate Divisions must complete one of the following teaching subjects as part of their degree (48 credits)

CODE	COURSE	CREDIT
EDUC 4067	Anishnaabemwin as a Second Language for the Intermediate Division	3
EDUC 4007	Business Studies for the Intermediate Division	3
EDUC 4016	English for the Intermediate Division	3
EDUC 4066	First Nations, Métis, and Inuit Studies for the Intermediate Division	3
EDUC 4017	French as a Second Language for the Primary, Junior, and Intermediate Divisions	3
EDUC 4026	Geography for the Intermediate Division	3
EDUC 4027	Health and Physical Education for the Intermediate Division	3
EDUC 4046	History for the Intermediate Division	3
EDUC 4056	Instrumental Music for the Intermediate Division	3
EDUC 4047	Mathematics for the Intermediate Division	3
EDUC 4076	Science for the Intermediate Division	3
EDUC 4057	Visual Arts for the Intermediate Division	3

Intermediate and Senior Divisions

Students must complete the following required divisional program requirements:

CODE	Course	Credit
EDUC 4126	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions	3
EDUC 4137	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions	3
EDUC 4153	Digital Learning and Critical Practice	1
EDUC 4183	Building Learning Communities for the Intermediate and Senior Divisions	2
EDUC 4184	Equity, Diversity, and Inclusion in Professional Practice	2
EDUC 4213	Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions	2
EDUC 4243	Special Education for the Intermediate and Senior Divisions	2
EDUC 4253	Legal, Historical, and Philosophical Foundations of Education	2
EDUC 4263	Anishinaabe Ways of Knowing, Being and Learning in Education	2
EDUC 4503	Mathematics for the Intermediate and Senior Divisions	2
EDUC 4514	Language and Literacies for the Intermediate and Senior Divisions	2
EDUC 4143	Teaching Across the Curriculum	2
EDUC 4393	Practicum I	1

EDUC 4394	Practicum II	5
Various	Education Elective	2
Various	Intermediate and Senior Teaching Subjects (listed below)	12
		45 total credits

Students registered in the Intermediate and Senior Divisions must complete two teaching subjects. Each teaching subject has an Intermediate level course and a Senior level course. See charts below.

Intermediate level courses:

CODE	COURSE	CREDIT
EDUC 4007	Business Studies for the Intermediate Division	3
EDUC 4006	Civics and Politics for the Intermediate Division	3
EDUC 4016	English for the Intermediate Division	3
EDUC 4077	Environmental and Climate Education for the Intermediate Division	3
EDUC 4066	First Nations, Métis, and Inuit Studies for the Intermediate Division	3
EDUC 4017	French as a Second Language for the Primary, Junior, and Intermediate Divisions	3
EDUC 4026	Geography for the Intermediate Division	3
EDUC 4027	Health and Physical Education for the Intermediate Division	3
EDUC 4046	History for the Intermediate Division	3
EDUC 4056	Instrumental Music for the Intermediate Division	3
EDUC 4047	Mathematics for the Intermediate Division	3
EDUC 4076	Science for the Intermediate Division	3
EDUC 4057	Visual Arts for the Intermediate Division	3

Senior level courses:

CODE	COURSE	CREDIT
EDUC 4667	Biology for the Senior Division	3
EDUC 4607	Business Studies for the Senior Division	3
EDUC 4676	Chemistry for the Senior Division	3
EDUC 4616	English for the Senior Division	3
EDUC 4666	First Nations, Métis, and Inuit Studies for the Senior Division	3
EDUC 4617	French as a Second Language for the Senior Division	3
EDUC 4626	Geography for the Senior Division	3
EDUC 4627	Health and Physical Education for the Senior Division	3
EDUC 4646	History for the Senior Division	3
EDUC 4656	Instrumental Music for the Senior Division	3
EDUC 4647	Mathematics for the Senior Division	3
EDUC 4677	Physics for the Senior Division	3
EDUC 4606	Social Sciences for the Senior Division	3
EDUC 4657	Visual Arts for the Senior Division	3

Notes:

For senior science teaching subjects (Biology, Chemistry and Physics), the intermediate level course is Science for the Intermediate Division.

Those students who have two senior science teaching subjects (Biology–Chemistry, Biology–Physics or Chemistry–Physics), the intermediate level courses are Science for the Intermediate Division and Environmental and Climate Education for the Intermediate Division.

For senior Social Sciences, the intermediate level course is Civics and Politics for the Intermediate Division.

Education Electives

The following are the electives for the Bachelor of Education program. Not every elective is offered every year.

CODE	COURSE	CREDITS
EDUC 4733	Critical and Creative Use of Educational Technology	2
EDUC 4704	Educating Young Children	2
EDUC 4724	Environmental and Sustainability Education	2
EDUC 4764	Imagination Creativity Education	2
EDUC 4743	International Teaching	2
EDUC 4744	Media Arts	2
EDUC 4753	Outdoor Education	2
EDUC 4754	Philosophy	2
EDUC 4763	Social Justice and Equity	2
EDUC 4773	STEAM Education: Science, Technology, Engineering, Arts, and Mathematics	2
EDUC 4734	Teaching in Ontario Catholic Schools	2
EDUC 4723	Understanding and Supporting Learners with Exceptionalities	2
EDUC 4703	Teaching with Children's Literature	2

Bachelor of Education (BEd) – Concurrent

Graduation Requirements:
In addition to the program requirements listed below, students must satisfy the Degree Requirements for the Bachelor of Education and their undergraduate degree (Honours or Four Year). Please refer to the Degree Requirement section for further information.

Program Requirements:
Concurrent Education is applicable to all Honours and Four Year undergraduate programs with the exception of the BScN, BSW, and Community Planning. In addition to the requirements for their undergraduate program, students will complete the following Bachelor of Education courses as outlined below:

Primary and Junior Divisions

Students must complete the following required divisional program requirements:

EARLY PROGRAM REQUIREMENTS Within the first half of the undergraduate degree		
EDUC 4184	Equity, Diversity, and Inclusion in Professional Practice	2
EDUC 4263	Anishinaabe Ways of Knowing, Being and Learning in Education	2
Various	Education Elective	2
ADVANCED PROGRAM REQUIREMENTS Within the second half of the undergraduate degree and required prior to entry into the Professional Year		
EDUC 4253	Legal, Historical, and Philosophical Foundations of Education	2

EDUC 4173	Building Learning Communities for the Primary and Junior Divisions	2
EDUC 4393	Practicum I	1
EDUC 4193	Healthy Learners, Healthy Schools for the Primary and Junior Divisions	2
EDUC 4223	Special Education for the Primary and Junior Divisions	2
PROFESSIONAL YEAR REQUIREMENTS		
EDUC 4106	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions	3
EDUC 4127	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions	3
EDUC 4153	Digital Learning and Critical Practice	1
EDUC 4593	Drama and Dance for the Primary and Junior Divisions	1
EDUC 4513	Language and Literacies for the Primary and Junior Divisions	4
EDUC 4507	Mathematics for the Primary and Junior Divisions	3
EDUC 4583	Music for the Primary and Junior Divisions	2
EDUC 4553	Health and Physical Education for the Primary and Junior Divisions	2
EDUC 4543	Science, Technology, and Environmental Education for the Primary and Junior Divisions	2
EDUC 4563	Social Studies for the Primary and Junior Divisions	2
EDUC 4573	Visual Arts for the Primary and Junior Divisions	2
EDUC 4394	Practicum II	5
		45 total credits

Students registered in the Primary and Junior Divisions with French as a Second Language must take all of the courses listed above, plus the following:

EDUC 4017	French as a Second Language for the Primary, Junior, and Intermediate Divisions	3
EDUC 4786	Teaching in French Immersion	3
		51 total credits

*All courses required for the Honours or Four Year undergraduate degree and/or teachable subject requirements must be completed by May 1 of the year for which the BEd Year 5 transition is being made.

Junior and Intermediate Divisions

Students must complete the following required divisional program requirements:

EARLY PROGRAM REQUIREMENTS Within the first half of the undergraduate degree		
EDUC 4184	Equity, Diversity, and Inclusion in Professional Practice	2
EDUC 4263	Anishinaabe Ways of Knowing, Being and Learning in Education	2
Various	Education Elective	2
ADVANCED PROGRAM REQUIREMENTS Within the second half of the undergraduate degree and required prior to entry into the Professional Year		
EDUC 4253	Legal, Historical, and Philosophical Foundations of Education	2
EDUC 4174	Building Learning Communities for the Junior and Intermediate Divisions	2
EDUC 4393	Practicum I	1

EDUC 4194	Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions	2
EDUC 4233	Special Education for the Junior and Intermediate Divisions	2
PROFESSIONAL YEAR REQUIREMENTS		
EDUC 4107	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions	3
EDUC 4136	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions	3
EDUC 4153	Digital Learning and Critical Practice	1
EDUC 4594	Drama and Dance for the Junior and Intermediate Divisions	1
EDUC 4533	Language and Literacies for the Junior and Intermediate Divisions	4
EDUC 4526	Mathematics for the Junior and Intermediate Divisions	3
EDUC 4584	Music for the Junior and Intermediate Divisions	2
EDUC 4554	Health and Physical Education for the Junior and Intermediate Divisions	2
EDUC 4544	Science, Technology, and Environmental Education for the Junior and Intermediate Divisions	2
EDUC 4564	Social Studies for the Junior and Intermediate Divisions	2
EDUC 4574	Visual Arts for the Junior and Intermediate Divisions	2
EDUC 4394	Practicum II	5
Various	Education Elective	2
Various	Intermediate Teaching Subject (listed below)	3
		48 total credits

Students registered in the Junior and Intermediate Divisions must complete one of the following teaching subjects as part of their degree (47 credits)

CODE	COURSE	CREDIT
EDUC 4067	Anishnaabemwin as a Second Language for the Intermediate Division	3
EDUC 4007	Business Studies for the Intermediate Division	3
EDUC 4016	English for the Intermediate Division	3
EDUC 4066	First Nations, Métis, and Inuit Studies for the Intermediate Division	3
EDUC 4017	French as a Second Language for the Primary, Junior, and Intermediate Divisions	3
EDUC 4026	Geography for the Intermediate Division	3
EDUC 4027	Health and Physical Education for the Intermediate Division	3
EDUC 4046	History for the Intermediate Division	3
EDUC 4047	Mathematics for the Intermediate Division	3
EDUC 4056	Instrumental Music for the Intermediate Division	3
EDUC 4076	Science for the Intermediate Division	3
EDUC 4057	Visual Arts for the Intermediate Division	3

*All courses required for the Honours or Four Year undergraduate degree and/or teachable subject requirements must be completed by May 1 of the year for which the BEd Year 5 transition is being made.

Intermediate and Senior Divisions

Students must complete the following required divisional program requirements:

EARLY PROGRAM REQUIREMENTS

Within the first half of the undergraduate degree		
EDUC 4184	Equity, Diversity, and Inclusion in Professional Practice	2
EDUC 4263	Anishinaabe Ways of Knowing, Being and Learning in Education	2
Various	Education Elective	2
ADVANCED PROGRAM REQUIREMENTS Within the second half of the undergraduate degree and required prior to entry into the Professional Year		
EDUC 4253	Legal, Historical, and Philosophical Foundations of Education	2
EDUC 4183	Building Learning Communities for the Intermediate and Senior Divisions	2
EDUC 4393	Practicum I	1
EDUC 4213	Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions	2
EDUC 4243	Special Education for the Intermediate and Senior Divisions	2
PROFESSIONAL YEAR REQUIREMENTS		
EDUC 4126	Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions	3
EDUC 4137	Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions	3
EDUC 4153	Digital Learning and Critical Practice	1
EDUC 4503	Mathematics for the Intermediate and Senior Divisions	2
EDUC 4514	Language and Literacies for the Intermediate and Senior Divisions	2
EDUC 4143	Teaching Across the Curriculum	2
EDUC 4394	Practicum II	5
Various	Intermediate and Senior Teaching Subjects (listed below)	12
		45 total credits

Students registered in the Intermediate and Senior Divisions must complete two teaching subjects. Each teaching subject has an Intermediate level course and a Senior level course. See charts below.

Intermediate level courses:

CODE	COURSE	CREDIT
EDUC 4007	Business Studies for the Intermediate Division	3
EDUC 4006	Civics and Politics for the Intermediate Division	3
EDUC 4016	English for the Intermediate Division	3
EDUC 4077	Environmental and Climate Education for the Intermediate Division	3
EDUC 4066	First Nations, Métis, and Inuit Studies for the Intermediate Division	3
EDUC 4017	French as a Second Language for the Primary, Junior, and Intermediate Divisions	3
EDUC 4026	Geography for the Intermediate Division	3
EDUC 4027	Health and Physical Education for the Intermediate Division	3
EDUC 4046	History for the Intermediate Division	3
EDUC 4056	Instrumental Music for the Intermediate Division	3
EDUC 4047	Mathematics for the Intermediate Division	3
EDUC 4076	Science for the Intermediate Division	3
EDUC 4057	Visual Arts for the Intermediate Division	3

Senior level courses:

CODE	COURSE	CREDIT
EDUC 4667	Biology for the Senior Division	3
EDUC 4607	Business Studies for the Senior Division	3
EDUC 4676	Chemistry for the Senior Division	3
EDUC 4616	English for the Senior Division	3
EDUC 4666	First Nations, Métis, and Inuit Studies for the Senior Division	3
EDUC 4617	French as a Second Language for the Senior Division	3
EDUC 4626	Geography for the Senior Division	3
EDUC 4627	Health and Physical Education for the Senior Division	3
EDUC 4646	History for the Senior Division	3
EDUC 4656	Instrumental Music for the Senior Division	3
EDUC 4647	Mathematics for the Senior Division	3
EDUC 4677	Physics for the Senior Division	3
EDUC 4606	Social Sciences for the Senior Division	3
EDUC 4657	Visual Arts for the Senior Division	3

Notes:

For senior science teaching subjects (Biology, Chemistry and Physics), the intermediate level course is Science for the Intermediate Division.

Those students who have two senior science teaching subjects (Biology–Chemistry, Biology–Physics, or Chemistry–Physics), the intermediate level courses are Science for the Intermediate Division and Environmental and Climate Education for the Intermediate Division.

For senior Social Sciences, the intermediate level course is Civics and Politics for the Intermediate Division.

*All courses required for the Honours or Four Year undergraduate degree and/or teachable subject requirements must be completed by May 1 of the year for which the BEd Year 5 transition is being made.

Education Electives

The following are the electives for the Bachelor of Education program. Not every elective is offered every year.

CODE	COURSE	CREDITS
EDUC 4733	Critical and Creative Use of Educational Technology	2
EDUC 4704	Educating Young Children	2
EDUC 4724	Environmental and Sustainability Education	2
EDUC 4764	Imagination Creativity Education	2
EDUC 4743	International Teaching	2
EDUC 4744	Media Arts	2
EDUC 4753	Outdoor Education	2
EDUC 4754	Philosophy	2
EDUC 4763	Social Justice and Equity	2
EDUC 4773	STEAM Education: Science, Technology, Engineering, Arts, and Mathematics	2
EDUC 4734	Teaching in Ontario Catholic Schools	2
EDUC 4723	Understanding and Supporting Learners with Exceptionalities	2
EDUC 4703	Teaching with Children's Literature	2

PLEASE PROVIDE A COPY OF THE CURRENT PROGRAM-LEVEL LEARNING OUTCOMES. DISCUSS HOW THESE CHANGES ARE IN ALIGNMENT WITH THOSE OUTCOMES OR IDENTIFY HOW THEY WILL BE MODIFIED.

The BEd program approved program learning outcomes are as follows. The program learning outcomes will not change with this major modification. The modification has been designed to meet these program-level outcomes within the legislated three-term format.

By the end of the Bachelor of Education program, teacher-candidates will:

1. Learner Development & Inclusive Education
• demonstrate a comprehensive understanding of factors that influence learner development and learning—such as culture, language, religion, socio-economic status, and exceptionality—and apply learning theories to support inclusive, equitable learning environments.

2. Curriculum Knowledge & Interdisciplinary Understanding
• develop and apply subject-specific and interdisciplinary knowledge to instruction, assessment, and evaluation, with attention to environmental awareness, Indigenous education, social justice, technology, and global citizenship.

3. Pedagogy, Instructional Strategies & Resource Selection
• understand, select, develop, and justify the use of effective teaching methodologies (e.g., lesson plans), strategies, and technologies that enhance learning across diverse contexts, including those involving Indigenous students, and subject areas.

4. Critical Analysis of Educational Contexts
• demonstrate critical thinking and analytical skills in examining educational theory, historical and political context, policy, and legislation.

5. Assessment & Planning for Student Growth
• apply knowledge of assessment and evaluation to inform instructional planning and use best practices to support learner progress and differentiated instruction.

6. Inclusive Practice & Classroom Management
• create and maintain inclusive, caring, and positive learning environments across a variety of educational settings, including Indigenous classrooms, by using proactive and culturally appropriate classroom management strategies and inclusive teaching practices to facilitate learning.

7. Reflective Practice & Professional Growth
• engage in ongoing inquiry and reflective practice before, during, and after instruction to inform professional growth, incorporating feedback and recognizing the complexities and limits of educational systems – including awareness of the changing nature of educational research/theory and how this impacts practice.

8. Professional Identity & Ethical Practice and Philosophy of Teaching
• demonstrate a sound professional identity by upholding the Ethical Standards and Standards of Practice of the Ontario College of Teachers, maintaining academic integrity, and pursuing relevant professional development opportunities.

IF THIS PROPOSAL IMPACTS THE FACULTY COMPLEMENT, PLEASE PROVIDE A DETAILED EXPLANATION AND RATIONALE, SHOWING THE INTENDED TIMELINE(S) AND BENCHMARKS USED.

The proposed modification is not expected to require changes to the full-time faculty complement. Existing faculty resources, in the context of ongoing plans for faculty renewal, are sufficient to support program delivery under the revised structure.

IF THIS PROPOSAL IMPACTS THE FACULTY COMPLEMENT, PLEASE PROVIDE A DETAILED EXPLANATION AND RATIONALE, SHOWING THE INTENDED TIMELINE(S) AND BENCHMARKS USED.

N/A

OUTLINE THE EXPECTED IMPACT ON CONTINUING STUDENTS, IF ANY, AND HOW THEY WILL BE ACCOMMODATED. AS WELL, DESCRIBE HOW THIS CHANGE WILL BE COMMUNICATED TO NEW AND ACTIVE STUDENTS.

Students who began the four-term Consecutive BEd program in Fall 2026 will complete the program under the existing curriculum and requirements and will be the final cohort of that program (graduating in spring of 2028). No changes will be made to their program of study. The first cohort of the revised three-term Consecutive BEd program will begin in May 2027.

Students currently enrolled in the Concurrent BEd program will transition to the new Concurrent BEd program. Students admitted to the Concurrent BEd in Fall 2027 will be the first regular cohort to follow the new/modified Concurrent BEd curriculum.

Information regarding program changes, transition arrangements, and revised program requirements will be communicated through the Schulich School of Education website, recruitment materials, academic advising, information sessions, and direct communications with current and prospective students.

PLEASE INCLUDE EVIDENCE OF CONSULTATION WITH ALL AFFECTED ACADEMIC UNITS, AS WELL AS INPUT FROM CURRENT STUDENTS AND RECENT GRADUATES.

The modifications were informed by the 2025/26 IQAP Program Review, which included surveys and focus groups with current students and recent graduates, as well as institutional data sources such as graduate surveys. This data informed decisions related to program delivery and course design. The proposed online spring term, the new Drama and Dance course, and required Indigenous Education course also align with recommendations arising from the external review.

INCLUDE CERTIFICATION FROM THE RELEVANT DEAN(S) THAT THIS MODIFICATION IS AN APPROPRIATE AND DESIRABLE ADDITION TO THE ACADEMIC PROGRAMS OF THE UNIVERSITY, AND THAT A PROPOSED DISCONTINUATION OF THE CURRENT VERSION IS APPROPRIATE AND IN LINE WITH THE STRATEGIC DIRECTION OF THE FACULTY. AS WELL, INCLUDE A CLEAR COMMITMENT THAT THE MODIFIED PROGRAM WILL BE APPROPRIATELY RESOURCED.

FOR UNDERGRADUATE PROGRAMS, THE RELEVANT DEAN(S) SHALL BE THE DEAN(S) OF THE FACULTY WITHIN WHICH THE PROGRAM RESIDES. FOR GRADUATE PROGRAMS, THE APPROPRIATE DEANS SHALL BE BOTH THE DEAN OF GRADUATE STUDIES AND THE DEAN(S) OF THE RELEVANT FACULTY OR FACULTIES.

If the Provost determines this Major Modification involves substantial changes to resources or infrastructure, those submitting the Major Modification will be required to provide details to explain additional resources required. Areas discussed may include (but not be limited to) resources such as:

- Human, physical, and financial resources, and any institutional commitment to supplement these resources
- The planned faculty hiring schedule of a faculty complement that is competent to teach and/or supervise in the program
- The resources necessary to sustain the quality of scholarship produced by students, including library support, information technology support, and laboratory access (if applicable)

This information will be heard at AQAPC following ACC (for undergraduate programs) or GSC (for graduate programs).

DECANEL COMMENTS:
The proposed Major Modification represents the culmination of significant reflective and curriculum work by the Schulich School of Education beginning with and informed by the 2025 IQAP Cyclical Review. The program, insofar as it nonetheless represents a reduction from 4 terms to 3 terms, is an innovative model that is responsive to the needs of our student teacher candidates in the present and foreseeable future teaching environment. I strongly support this proposal.



Bachelor of Education Program

Concurrent and Consecutive Syllabi

for courses beginning in May 2027

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EDUC 4006 – Civics and Politics for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates are introduced to theoretical and practical approaches to the teaching of Civics and Politics at the intermediate level, including the dimensions of political thinking. Through an examination of the Civics and Politics curriculum, teacher candidates connect theory to current issues of relevance in society, as well as in Civics and Politics education. They learn to critically evaluate issues, resources, and teaching strategies, while prioritizing the creation of diverse, inclusive and culturally responsive classrooms.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of various philosophies related to the teaching of Civics and Politics and how they can be applied in structuring the learning of content at the intermediate level.
- demonstrate an understanding of the dimensions of political thinking and critical thinking, and how they can be applied to the teaching of Civics and Politics at the intermediate level.
- demonstrate the essential understandings of civic and political topics and explain the relevance to 21st century learners.
- identify and critically analyze resources and strategies related to, and appropriate for, the teaching of Civics and Politics at the intermediate level.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate knowledge of relevant Civics and Politics curriculum documents.
- consider approaches to assessment and evaluation appropriate to the teaching of Civics and Politics at the intermediate level.
- actively engage in activities and discussions with their peers in and out of the classroom as assigned.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4007 – Business Studies for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates apply their background knowledge in business studies with a focus on Grades 9 and 10. Through an examination of the Business Studies curriculum, teacher candidates critically examine theory-based pedagogical approaches, strategies for student engagement, and current issues in Business Studies education, with a sensitivity to diverse and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- design teaching and learning experiences for Business Studies within the context of learner needs and curriculum expectations for Grade 9 and 10.
- explore and evaluate various business instructional resources, including the use of business software and outcomes that support student learning.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Business Studies.
- create assessment and evaluation strategies for Business that support diverse learners.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- demonstrate a knowledge of curriculum documents relevant to Business Studies, including different functions of a business such as accounting, marketing, information and communication technology, financial management, human resources and production.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4016 – English for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the curriculum and instruction in English for the intermediate Grades 9 and 10. Teacher candidates engage with current issues and practices in English education, including approaches to contemporary literature study, and assessment of reading, writing, listening, speaking, viewing, and representing.

Learning Outcomes:

Students who successfully complete this course will:

- acquire an understanding of the teaching techniques, strategies and methodologies applicable to teaching English and diverse learners at the intermediate level.
- develop an awareness of various English instructional resources that support student learning.
- demonstrate an ability to communicate accurately in various written and oral forms.
- actively engage in ongoing reflective and reflexive practice in the teaching of English.
- use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- demonstrate a knowledge of curriculum documents relevant to English education.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in English classrooms.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4017 – French as a Second Language for the Primary, Junior, and Intermediate Divisions

Credits: 3

Hours: 36

Description:

Teacher candidates develop the knowledge and skills necessary to teach French as a second language (core, extended and immersion) at the primary, junior, and intermediate levels (K to Grade 10). The course focuses on the development of listening, speaking, reading, and writing skills of French as a second language learners. Teacher candidates use the French language for all aspects of this course.

Learning Outcomes:

Students who successfully complete this course will:

- develop strategies and techniques to teach French as a second or additional language at the primary, junior, and intermediate levels.
- create assessment and evaluation strategies for French as a Second Language that support diverse learners.
- explore and evaluate various instructional resources that support student learning.
- demonstrate an understanding of French-language identity, equity, and inclusive language practices.
- enhance their knowledge of research conducted in French as a Second Language settings.
- demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4026 – Geography for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates are introduced to theoretical and practical approaches to the teaching of Geography and the dimensions of geographical thinking at the intermediate level. Through an examination of the geography curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in Geography education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of various theoretical approaches to the teaching of Geography at the intermediate level, including sustainability and environmental and climate responsibility.
- demonstrate an understanding of the dimensions of geographical thinking and how they can be applied to the teaching of Geography at the intermediate level.
- select and justify teaching and learning strategies for Geography teaching to meet diverse learner needs and curriculum expectations.
- critically evaluate various Geography instructional resources that support student learning, including geographic tools and instruments.
- explore culturally responsive teaching, including approaches to diverse and inclusive content and pedagogies.
- demonstrate a knowledge of curriculum documents relevant to Geography.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Geography at the intermediate level.
- actively engage in activities and discussions with peers in and out of the classroom as assigned.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4027 – Health and Physical Education for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates examine the Health and Physical Education curriculum through class discussion, skill development, and practical application. Teacher candidates demonstrate pedagogical skills, including planning, implementation, and assessment and evaluation with an emphasis on affirming student needs and abilities, embodied identities, cultural beliefs, and values. Using current research, teacher candidates apply inclusive methodologies for teaching Health and Physical Education, contributing to a well-balanced education for students at the intermediate level.

Learning Outcomes:

Students who successfully complete this course will:

- apply Health and Physical Education curriculum documents to create an inclusive, balanced, and positive learning environment at the intermediate level.
- design learning experiences to develop healthy living and physical activity skills at the intermediate level.
- demonstrate a commitment to the development of health and physical literacy.
- critically assess Health and Physical Education resources and programs in relation to meeting students' diverse academic, social and emotional needs, abilities, and identities.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- demonstrate specific strategies to assist all students in the transition to secondary school (e.g. decision making, conflict resolution, healthy relationships, well-being, and belonging).
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Health and Physical Education at the intermediate level.
- demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4046 – History for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates are introduced to theoretical and practical approaches to the teaching of History and the dimensions of historical thinking at the intermediate level. Through an examination of the History curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in History education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of various philosophies related to the teaching of History and how they can be applied in structuring the learning of content at the intermediate level.
- demonstrate an understanding of the dimensions of historical thinking and critical thinking, and how they can be applied to the teaching of History at the intermediate level.
- demonstrate the essential understandings of historical topics and explain the relevance to 21st century learners.
- identify and critically analyze resources and strategies related to, and appropriate for, the teaching of History at the intermediate level.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate knowledge of relevant History curriculum documents.
- consider approaches to assessment and evaluation appropriate to the teaching of History at the intermediate level.
- actively engage in activities and discussions with their peers in and out of the classroom as assigned.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4047 – Mathematics for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates examine the teaching and learning of Mathematics at the intermediate level, with attention to mathematical thinking, abstract concepts, problem solving, and communication. Through the exploration of curriculum expectations, classroom practices, technology, and current issues in Mathematics education, teacher candidates develop approaches to supporting student understanding, engagement, and achievement in diverse and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate a foundational understanding of the major themes and abstract concepts related to Mathematics and mathematical thinking, including financial literacy and coding, at the intermediate level.
- demonstrate an understanding of teaching and learning strategies appropriate for instruction of Mathematics at the intermediate level.
- critically evaluate various mathematical instructional resources, including the use of mathematical software that support student learning.
- demonstrate knowledge of relevant curriculum documents for Mathematics at the intermediate level.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Mathematics.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- model consistent active engagement and participation in class and between classes, in person and online where required.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Mathematics at the intermediate level.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4056 – Instrumental Music for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Instrumental Music in intermediate classrooms. Through engagement in playing and singing, listening and responding, creating, reflecting, analyzing, discussing, writing, planning, and teaching, they develop the knowledge, skills, and confidence needed to support student learning. Teacher candidates also learn to design and deliver engaging and inclusive music learning activities that facilitate student success in achieving the objectives of the Ontario intermediate music curriculum.

Learning Outcomes:

Students who successfully complete this course will:

- critically analyze music, the music curriculum, music learners, and their own roles as teachers of music at the intermediate level.
- identify, analyze, explain, and/or demonstrate a variety of approaches to developing music skills and understanding, including the application of current technologies to achieve musical and music-pedagogical goals at the intermediate level.
- articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of music learning experiences.
- critically analyze or design long- and short-term plans, authentic assessment and evaluation strategies, and co-curricular music activities.
- identify, analyze, explain, and/or demonstrate understanding of teaching and playing techniques for a variety of instruments used at the intermediate level.
- explore and evaluate instructional resources that support student learning in music education.
- demonstrate an understanding of the Ontario Music curriculum.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4057 – Visual Arts for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore Visual Arts education at the intermediate level through an examination of the Ontario Arts curriculum and participation in design, art history, and studio-based learning experiences. They examine and connect their own studio experiences with contemporary approaches to Visual Arts education theory, philosophy, and methodology to deepen their content knowledge across a variety of media. Through this process, teacher candidates develop instructional strategies that support creative expression and student learning in diverse classroom settings.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate a level of competency in modelling the appropriate uses of materials, tools, resources, studio techniques, and media experiences appropriate for Visual Arts learners at the intermediate level.
- demonstrate knowledge of curriculum and policy documents relevant to Visual Arts education at the intermediate level.
- design and demonstrate Visual Arts learning experiences that engage students in creating, presenting, responding to, and reflecting on art while addressing learner needs and curriculum expectations at the intermediate level.
- apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Visual Arts learning experiences.
- critically evaluate instructional resources that support student learning in Visual Arts education.
- create assessment and evaluation strategies that support diverse learners in Visual Arts education.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4066 – First Nations, Métis, and Inuit Studies for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates apply their knowledge in First Nations, Métis, and Inuit (FNMI) Studies in the intermediate division context. Through an examination of the FNMI intermediate curricula, teacher candidates critically examine and engage with past, present and future issues through the planning and delivery of culturally appropriate ways of knowing and learning, honouring Indigenous knowledges and perspectives.

Learning Outcomes:

Students who successfully complete this course will:

- apply knowledge and skill as specified in the First Nations, Métis, and Inuit Studies curricula for the Intermediate Division, connecting to other curricula and cross-curricular areas.
- design lessons and learning activities that centre FNMI ways of knowing, being, and learning.
- reflect upon and develop reconciliatory practices in relation to the classroom environment and pedagogies.
- examine contemporary and historical events and issues related to FNMI peoples of Canada.
- develop awareness of concepts such as self-determination, sovereignty, culture, and language revitalization as interrelated.
- explore culturally appropriate and culturally safe practices and relationships with Indigenous peoples, resources, and knowledges.
- design assessment and evaluation conducive to FNMI perspectives, through decolonization and Indigenization, including assessment for, as, and of student learning.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4067 – Anishnaabemwin as a Second Language for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates develop the knowledge and skills necessary to teach Anishnaabemwin as a second language at the intermediate level. The course focuses on the development of listening, speaking, reading, and writing skills of Anishnaabemwin. Teacher candidates plan and deliver the Anishnaabemwin curriculum through culturally appropriate ways of knowing and learning.

Learning Outcomes:

Teacher candidates who successfully complete this course will:

- apply knowledge and skill as indicated in the Indigenous Language curricula for the Intermediate division.
- develop innovative lessons and interactive teaching and learning strategies to teach Anishnaabemwin at the intermediate levels.
- reflect upon and develop reconciliatory practices in relation to the classroom and pedagogies.
- develop an understanding of Anishnaabemwin language with consideration for various second language methodologies and pedagogies.
- explore culturally appropriate practices and relationships with Anishnaabe peoples, resources and knowledges.
- demonstrate knowledge and understanding of revitalization in Anishnaabemwin language learning communities.
- demonstrate an appreciation and understanding of the Anishnaabe culture.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate consistent, present, and active engagement in class and between classroom as assigned.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4076 – Science for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the structure, framework, and concepts of Science at the intermediate level, focusing on the development of attitudes, skills, and knowledge to inform effective Science teaching, including across STEM fields. Using evidence-informed approaches, teacher candidates examine the nature of science and learn to engage in scientific thinking. Teacher candidates learn to design equitable and inclusive Science learning experiences using pedagogical strategies, including laboratory investigations and exploration of socio-scientific issues.

Learning Outcomes:

Students who successfully complete this course will:

- explore strategies for teaching and learning Science, including the cross-curricular and cross-disciplinary nature of the STEM fields, using the Ontario curriculum and policy documents at the intermediate level.
- critically evaluate and select valid and reliable resources for the teaching and learning of Science.
- analyze connections between science, technology, society and the environment, and design Science learning experiences that incorporate evidence-informed, pedagogical approaches rooted in the varied lived experiences of students (e.g. scientific inquiry, dialogic teaching, problem solving, engineering design, nature of science, critical thinking, hands-on investigation, place-based learning, citizen science, and environmental education).
- recognize risks and implement strategies for ensuring safety in the Science classroom.
- demonstrate an understanding of how scientific knowledge is developed, evaluated, and revised.
- apply strategies that cultivate belonging, collaboration, equity and inclusion in Science learning.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Science at the intermediate level.
- model consistent, present and active engagement and participation as evidence of the collaborative aspect of Science.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4077 – Environmental and Climate Education for the Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates design and facilitate teaching and learning experiences that integrate environmental and climate science with the Ontario curriculum at the intermediate level. They explore the interrelationships between the environment, science, and society in a variety of areas (e.g., the role of science in addressing contemporary environmental challenges such as climate change, public health, water quality, sustainable agriculture and forestry). Teacher candidates examine eco-justice and climate action through various cultural contexts, as well as place-based learning.

Learning Outcomes:

Students who successfully complete this course will:

- characterize the connections between climate literacy and curricular expectations at the intermediate levels.
- demonstrate skills in adapting and implementing learning opportunities that integrate environmental and sustainability pedagogies.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse content, pedagogies, and cultural perspectives related to eco-justice and climate action.
- evaluate teaching and learning resources focused on environmental, sustainability, and climate education.
- appreciate the significance of environmental and climate issues to students, individuals, and society
- practice strategies for collaborative environmental inquiry, informed by diverse thinkers, including Indigenous ways of knowing.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting learning activities directly to Indigenous place-based knowledges.
- model consistent, present, and active engagement throughout the course as evidence of the collaborative nature of sustainability learning and problem-solving.
- demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4106 – Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions

Credits: 3

Hours: 36

Description:

Teacher candidates develop foundational knowledge and skills in curriculum planning, instructional strategies, and assessment and evaluation for the primary and junior divisions. Through theories of learning, lesson planning, and preparation for practicum experiences, teacher candidates examine Ontario curriculum and policy documents, instructional approaches, and assessment for, as, and of learning. Teacher candidates explore differentiated and inclusive teaching practices, learning goals and success criteria, and the development of lessons and learning experiences that support primary and junior learners.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate knowledge of Ontario curriculum and policy documents relevant to the primary and junior divisions.
- critically evaluate and apply theories of learning to the planning of lessons and other learning experiences for the primary and junior divisions.
- design lesson plans and learning experiences that align curriculum expectations, learning goals, and success criteria.
- select and apply instructional strategies that support student engagement, learning, and achievement.
- create assessment and evaluation strategies that incorporate assessment for, as, and of learning.
- reflect on instructional planning, assessment and evaluation, and professional practice.
- apply differentiated and inclusive teaching practices in planning that support the diverse strengths, needs, and experiences of learners.
- model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4107 – Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions

Credits: 3

Hours: 36

Description:

Teacher candidates develop foundational knowledge and skills in curriculum planning, instructional strategies, and assessment and evaluation for the junior and intermediate divisions. Through theories of learning, lesson planning, and preparation for practicum experiences, teacher candidates examine Ontario curriculum and policy documents, instructional approaches, and assessment for, as, and of learning. Teacher candidates explore differentiated and inclusive teaching practices, learning goals and success criteria, and the development of lessons and learning experiences that support intermediate and senior learners.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate knowledge of Ontario curriculum and policy documents relevant to the junior and intermediate divisions.
- critically evaluate and apply theories of learning to the planning of lessons and other learning experiences for the junior and intermediate divisions.
- design lesson plans and learning experiences that align curriculum expectations, learning goals, and success criteria.
- select and apply instructional strategies that support student engagement, learning, and achievement.
- create assessment and evaluation strategies that incorporate assessment for, as, and of learning.
- reflect on instructional planning, assessment and evaluation, and professional practice.
- apply differentiated and inclusive teaching practices in planning that support the diverse strengths, needs, and experiences of learners.
- model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4126 – Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions

Credits: 3

Hours: 36

Description:

Teacher candidates develop foundational knowledge and skills in curriculum planning, instructional strategies, and assessment and evaluation for the intermediate and senior divisions. Through theories of learning, lesson planning, and preparation for practicum experiences, teacher candidates examine Ontario curriculum and policy documents, instructional approaches, and assessment for, as, and of learning. Teacher candidates explore differentiated and inclusive teaching practices, learning goals and success criteria, and the development of lessons and learning experiences that support intermediate and senior learners.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate knowledge of Ontario curriculum and policy documents relevant to the intermediate and senior divisions.
- critically evaluate and apply theories of learning to the planning of lessons and other learning experiences for the intermediate and senior divisions.
- design lesson plans and learning experiences that align curriculum expectations, learning goals, and success criteria.
- select and apply instructional strategies that support student engagement, learning, and achievement.
- create assessment and evaluation strategies that incorporate assessment for, as, and of learning.
- reflect on instructional planning, assessment and evaluation, and professional practice.
- apply differentiated and inclusive teaching practices in planning that support the diverse strengths, needs, and experiences of learners.
- model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- classroom as assigned.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4127 – Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions

Credits: 3

Hours: 36

Description:

Teacher candidates extend their knowledge and skills in theories of learning, curriculum design, instructional planning, evidence-informed practice, and reporting for the primary and junior divisions. Through the development of unit plans and long-range plans, they engage in the use of evidence, reflection, and teacher inquiry to inform instructional decision-making, including planning, assessment, and reporting practices. Teacher candidates explore responsive and differentiated planning approaches that support diverse learners and align with Ontario curriculum expectations.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate knowledge of relevant Ontario curriculum and policy documents for the primary and junior divisions.
- use theories of learning to design unit plans and long-range plans that align with curriculum expectations and learner needs at the primary and junior levels.
- use theories of learning to explore reporting practices that support and communicate student learning and achievement.
- use evidence, reflection, and teacher inquiry to inform instructional planning and assessment decision-making.
- apply differentiated and responsive planning strategies that support the diverse strengths, needs, and experiences of learners.
- engage in ongoing reflective practice to support professional growth in curriculum planning, instruction, and assessment.
- model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): EDUC 4106

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4136 – Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions

Credits: 3

Hours: 36

Description:

Teacher candidates extend their knowledge and skills in theories of learning, curriculum design, instructional planning, evidence-informed practice, and reporting for the junior and intermediate divisions. Through the development of unit plans and long-range plans, they engage in the use of evidence, reflection, and teacher inquiry to inform instructional decision-making, including planning, assessment, and reporting practices. Teacher candidates explore responsive and differentiated planning approaches that support diverse learners and align with Ontario curriculum expectations.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate knowledge of relevant Ontario curriculum and policy documents for the junior and intermediate divisions.
- use theories of learning to design unit plans and long-range plans that align with curriculum expectations and learner needs at the junior and intermediate levels.
- use theories of learning to explore reporting practices that support and communicate student learning and achievement.
- use evidence, reflection, and teacher inquiry to inform instructional planning and assessment decision-making.
- apply differentiated and responsive planning strategies that support the diverse strengths, needs, and experiences of learners.
- engage in ongoing reflective practice to support professional growth in curriculum planning, instruction, and assessment.
- model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): EDUC 4107

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4137 – Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions

Credits: 3

Hours: 36

Description:

Teacher candidates extend their knowledge and skills in theories of learning, curriculum design, instructional planning, evidence-informed practice, and reporting for the intermediate and senior divisions. Through the development of unit plans and long-range plans, they engage in the use of evidence, reflection, and teacher inquiry to inform instructional decision-making, including planning, assessment, and reporting practices. Teacher candidates explore responsive and differentiated planning approaches that support diverse learners and align with Ontario curriculum expectations.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate knowledge of relevant Ontario curriculum and policy documents for the intermediate and senior divisions.
- use theories of learning to design unit plans and long-range plans that align with curriculum expectations and learner needs at the intermediate and senior levels.
- use theories of learning to explore reporting practices that support and communicate student learning and achievement.
- use evidence, reflection, and teacher inquiry to inform instructional planning and assessment decision-making.
- apply differentiated and responsive planning strategies that support the diverse strengths, needs, and experiences of learners.
- engage in ongoing reflective practice to support professional growth in curriculum planning, instruction, and assessment.
- model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): EDUC 4126

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4143 – Teaching Across the Curriculum

Credits: 2

Hours: 24

Description:

Teacher candidates broaden their understanding of teaching and learning beyond their curricular specializations through the study of Grades 7 and 8 learners, curriculum, and pedagogy. The course explores interdisciplinary approaches, cross-curricular connections, and instructional strategies that support student engagement and achievement across subject areas, including climate change education and environmental sustainability. Through the examination of diverse learning contexts and teaching practices, candidates develop the knowledge, skills, and confidence to teach at the intermediate level.

Learning Outcomes:

Students who successfully complete this course will:

- examine interdisciplinary approaches and connections that support meaningful learning and the transfer of knowledge across curriculum areas, including climate change education and environmental sustainability.
- identify and apply instructional strategies that support the engagement, differentiated instruction, and developmental needs of Grades 7 and 8 learners across subject areas (e.g. design a cross-curricular lesson or unit plan).
- examine Grades 7 and 8 as a transitional stage within the continuum from elementary to secondary education and the implications for teaching and learning.
- explore assessment and evaluation strategies that support diverse learners and promote student learning across subjects.
- reflect on their developing capacity to teach beyond their curricular specialization and identify strategies for ongoing professional growth.
- demonstrate knowledge of Ontario curriculum and policy documents relevant to the intermediate division.
- create and maintain a culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4153 – Digital Learning and Critical Practice

Credits: 1

Hours: 12

Description:

Teacher candidates examine how digital technologies, including Generative AI, can support effective, inclusive, and equitable teaching and learning. They critically evaluate digital tools, and explore responsible and ethical use, accessibility, student safety, and alignment with Ministry and school board policies. Teacher candidates explore issues of digital equity across diverse communities and develop the knowledge and professional judgement needed to select, adapt, and implement technology responsibly in ways that respond to learners, curricula, and educational contexts.

Learning Outcomes:

Students who successfully complete this course will:

- identify Ministry of Education and other relevant policies governing the use of digital technologies in schools.
- analyze factors that influence equitable access to digital technologies, connectivity, and resources across diverse communities.
- select and use digital tools that enhance digital accessibility, engagement, and meaningful learning.
- apply principles of privacy, digital citizenship, student safety, and professional responsibility to technology-enhanced teaching.
- critically evaluate digital technologies and Generative AI applications for their pedagogical value, ethical implications, limitations and misinformation, and potential biases.
- explore ethical considerations to digital usage in assessment and evaluation.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies;
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4173 – Building Learning Communities for the Primary and Junior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates explore the building of positive learning communities in primary and junior classrooms. Through the study of proactive classroom management, student engagement, well-being, and classroom organization, candidates develop strategies that support student learning and success. Teacher candidates explore school climate, relationship-building, and inclusive approaches to supporting learners, while also developing effective communication and collaborative partnerships with students, parents, guardians, and caregivers.

Learning Outcomes:

Students who successfully complete this course will:

- explore proactive classroom management strategies that support positive learning communities and student success in the junior and intermediate classrooms.
- demonstrate an understanding of the relationship between and among classroom organization, student engagement, well-being, and inclusive learning environments at the junior and intermediate levels.
- examine the role of school climate in supporting student achievement, well-being, and engagement.
- reflect on strategies for establishing and maintaining effective communication and collaborative partnerships with students, parents, guardians, and caregivers.
- explore approaches to building learning communities that that respond to the diverse strengths, needs, and experiences of learners.
- demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- classroom as assigned.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☐ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4174 – Building Learning Communities for the Junior and Intermediate Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates explore the building of positive learning communities in junior and intermediate classrooms. Through the study of proactive classroom management, student engagement, well-being, and classroom organization, candidates develop strategies that support student learning and success. Teacher candidates explore school climate, relationship-building, and inclusive approaches to supporting learners, while also developing effective communication and collaborative partnerships with students, parents, guardians, and caregivers.

Learning Outcomes:

Students who successfully complete this course will:

- explore proactive classroom management strategies that support positive learning communities and student success in the junior and intermediate classrooms.
- demonstrate an understanding of the relationship between and among classroom organization, student engagement, well-being, and inclusive learning environments at the junior and intermediate levels.
- examine the role of school climate in supporting student achievement, well-being, and engagement.
- reflect on strategies for establishing and maintaining effective communication and collaborative partnerships with students, parents, guardians, and caregivers.
- explore approaches to building learning communities that that respond to the diverse strengths, needs, and experiences of learners.
- demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☐ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4183 – Building Learning Communities for the Intermediate and Senior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates explore the building of positive learning communities in intermediate and senior classrooms. Through the study of proactive classroom management, student engagement, well-being, and classroom organization, candidates develop strategies that support student learning and success. Teacher candidates explore school climate, relationship-building, and inclusive approaches to supporting learners, while also developing effective communication and collaborative partnerships with students, parents, guardians, and caregivers.

Learning Outcomes:

Students who successfully complete this course will:

- explore proactive classroom management strategies that support positive learning communities and student success in the intermediate and senior classrooms.
- demonstrate an understanding of the relationship between and among classroom organization, student engagement, well-being, and inclusive learning environments at the intermediate and senior levels.
- examine the role of school climate in supporting student achievement, well-being, and engagement.
- reflect on strategies for establishing and maintaining effective communication and collaborative partnerships with students, parents, guardians, and caregivers.
- explore approaches to building learning communities that that respond to the diverse strengths, needs, and experiences of learners.
- demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☐ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4184 – Equity, Diversity, and Inclusion in Professional Practice

Credits: 2

Hours: 24

Description:

Teacher candidates examine principles and practices that support equity, diversity, inclusion, belonging, and multilingualism in Ontario schools. They explore identity, culture, language, positionality, privilege, bias, and systemic barriers while developing the reflective practices and emerging professional judgement that support equity and inclusive education and inform their development as inclusive educators. Teacher candidates also consider the experiences and strengths of multilingual learners, including newcomer students, within the broader context of equity, inclusion and belonging.

Learning Outcomes:

Students who successfully complete this course will:

- examine how a teacher's identity, culture, language, positionality, assumptions, privilege, biases and experiences influence interactions, observations, assessment and evaluation practices, and student outcomes.
- analyze how systemic barriers, discrimination, power, privilege and oppression and diverse learner identities influence participation, achievement, and belonging in educational settings.
- examine linguistic identity, language-based assumptions and bias, systemic barriers, deficit perspectives, belonging, and asset-based/culturally responsive understandings of multilingual learners.
- apply understandings of equity, diversity, and inclusion to support equitable and inclusive learning environments.
- analyze educational situations to develop emerging professional judgement related to equitable and inclusive educational practice.
- demonstrate knowledge of Ontario policies, professional responsibilities and educational frameworks that support equity, diversity, inclusion, belonging, accessibility and responsiveness to diverse learners.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☐ Face-to-Face	☐ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4193 – Healthy Learners, Healthy Schools for the Primary and Junior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates examine the human development (i.e., cognitive, social, emotional, physical, and identity) of primary and junior learners and the factors shaping their experiences in schools and communities. Emphasis is placed on supporting key educational transitions, including entry into the school setting. Teacher candidates focus on children's mental health and well-being, including early indicators of concern, prevention and intervention, community supports, and educators' responsibilities for creating safe, inclusive, and supportive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- explain the cognitive, social, emotional, physical, and identity development of primary and junior learners and the factors that influence their experiences in schools and communities.
- apply strategies that support learners through key educational transitions, including entry into school.
- explain how broader social, cultural, and family contexts influence learner development, mental health, well-being, and safe schools.
- recognize early indicators of mental health concerns, understand the limits of educators' professional responsibilities, and identify appropriate school- and community-based supports.
- apply relevant provincial legislation, policies, and professional resources to promote positive school climates and support the mental health and well-being of students and educators.
- critically evaluate resources and apply evidence-informed and culturally responsive strategies that foster resilience and belonging to support student well-being.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☐ Face-to-Face	☐ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4194 – Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates examine the human development (i.e., cognitive, social, emotional, physical, and identity) of junior and intermediate learners and the factors shaping their experiences in schools and communities. Emphasis is placed on supporting key educational transitions, including entry into secondary school. Teacher candidates develop an understanding of youth mental health and well-being, early indicators of concern, prevention and intervention, community supports, and educators' responsibilities for creating safe, inclusive, and supportive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- explain the cognitive, social, emotional, physical, and identity development of junior and intermediate learners and the factors that influence their experiences in schools and communities.
- apply strategies that support learners through key educational transitions, including entry into secondary school.
- explain how broader social, cultural, and family contexts influence learner development, mental health, well-being, and safe schools.
- recognize early indicators of mental health concerns, understand the limits of educators' professional responsibilities, and identify appropriate school- and community-based supports.
- apply relevant provincial legislation, policies, and professional resources to promote positive school climates and support the mental health and well-being of students and educators.
- critically evaluate resources and apply evidence-informed and culturally responsive strategies that foster resilience and belonging to support student well-being.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☐ Face-to-Face	☐ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4213 – Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates examine the human development (i.e., cognitive, social, emotional, physical, and identity) of intermediate and senior learners and the factors shaping their experiences in schools and communities. Emphasis is placed on supporting key educational transitions, including entry into secondary school and progression to postsecondary education. Teacher candidates develop an understanding of youth mental health and well-being, early indicators of concern, prevention and intervention, community supports, and educators' responsibilities for creating safe, inclusive, and supportive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- explain the cognitive, social, emotional, physical, and identity development of intermediate and senior learners and the factors that influence their experiences in schools and communities.
- apply strategies that support learners through key educational transitions, including entry into secondary school and progression to postsecondary education.
- explain how broader social, cultural, and family contexts influence learner development, mental health, well-being, and safe schools.
- recognize early indicators of mental health concerns, understand the limits of educators' professional responsibilities, and identify appropriate school- and community-based supports.
- apply relevant provincial legislation, policies, and professional resources to promote positive school climates and support the mental health and well-being of students and educators.
- critically evaluate resources and apply evidence-informed and culturally responsive strategies that foster resilience and belonging to support student well-being.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☐ Face-to-Face	☐ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4223 – Special Education for the Primary and Junior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates in the primary and junior divisions examine Ontario legislation, Ministry policies, and evidence-informed practices that support inclusive special education. They develop foundational knowledge of selected exceptionalities common in primary and junior classrooms and explore instructional planning, Individual Education Plans (IEPs), transition planning, and the Identification, Placement, and Review Committee (IPRC) process. Teacher candidates develop the knowledge and skills required to create supportive, inclusive, and responsive learning environments for diverse learners.

Learning Outcomes:

Students who successfully complete this course will:

- explain the legislative, policy, and professional framework that guides Special Education practice in Ontario's primary and junior classrooms.
- evaluate how the characteristics of selected exceptionalities influence primary and junior student learning, participation, and instructional planning in Ontario classrooms.
- explain the purposes and processes of the Identification, Placement and Review Committee (IPRC), Individual Education Plans (IEPs), and transition planning.
- describe the processes involved in developing, implementing, and monitoring Individual Education Plans (IEPs).
- apply the evidence-informed approaches to support inclusive instructional planning that responds to diverse learning needs of primary and junior students.
- integrate foundational Special Education knowledge to inform professional judgement and pedagogical decision-making, including accommodations and modifications, in support of inclusive practice in the primary and junior classroom.
- apply professional judgement to make equitable, inclusive, and culturally responsive pedagogical decisions that are responsive to learner diversity, positionality, and sociocultural contexts.
- demonstrate professional responsibility through consistent participation in course learning activities, assessments, and engagement with peers.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4233 – Special Education for the Junior and Intermediate Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates in the junior and intermediate divisions examine Ontario legislation, Ministry policies, and evidence-informed practices that support inclusive special education. They develop foundational knowledge of selected exceptionalities common in junior and intermediate classrooms and explore instructional planning, Individual Education Plans (IEPs), transition planning, and the Identification, Placement, and Review Committee (IPRC) process. Teacher candidates develop the knowledge and skills required to create supportive, inclusive, and responsive learning environments for diverse learners.

Learning Outcomes:

Students who successfully complete this course will:

- explain the legislative, policy, and professional framework that guides Special Education practice in Ontario's junior and intermediate classrooms.
- evaluate how the characteristics of selected exceptionalities influence junior and intermediate student learning, participation, and instructional planning in Ontario classrooms.
- explain the purposes and processes of the Identification, Placement and Review Committee (IPRC), Individual Education Plans (IEPs), and transition planning.
- describe the processes involved in developing, implementing, and monitoring Individual Education Plans (IEPs).
- apply the evidence-informed approaches to support inclusive instructional planning that responds to diverse learning needs of junior and intermediate students.
- integrate foundational Special Education knowledge to inform professional judgement and pedagogical decision-making, including accommodations and modifications, in support of inclusive practice in the junior and intermediate classroom.
- apply professional judgement to make equitable, inclusive, and culturally responsive pedagogical decisions that are responsive to learner diversity, positionality, and sociocultural contexts.
- demonstrate professional responsibility through consistent participation in course learning activities, assessments, and engagement with peers.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4243 – Special Education for the Intermediate and Senior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates in the intermediate and senior divisions examine Ontario legislation, Ministry policies, and evidence-informed practices that support inclusive special education. They develop foundational knowledge of selected exceptionalities common in intermediate and senior classrooms and explore instructional planning, Individual Education Plans (IEPs), transition planning, and the Identification, Placement, and Review Committee (IPRC) process. Teacher candidates develop the knowledge and skills required to create supportive, inclusive, and responsive learning environments for diverse learners.

Learning Outcomes:

Students who successfully complete this course will:

- explain the legislative, policy, and professional framework that guides Special Education practice in Ontario's intermediate and senior classrooms.
- evaluate how the characteristics of selected exceptionalities influence intermediate and senior student learning, participation, and instructional planning in Ontario classrooms.
- explain the purposes and processes of the Identification, Placement and Review Committee (IPRC), Individual Education Plans (IEPs), and transition planning.
- describe the processes involved in developing, implementing, and monitoring Individual Education Plans (IEPs).
- apply the evidence-informed approaches to support inclusive instructional planning that responds to diverse learning needs of intermediate and senior students.
- integrate foundational Special Education knowledge to inform professional judgement and pedagogical decision-making, including accommodations and modifications, in support of inclusive practice in the intermediate and senior classroom.
- apply professional judgement to make equitable, inclusive, and culturally responsive pedagogical decisions that are responsive to learner diversity, positionality, and sociocultural contexts.
- demonstrate professional responsibility through consistent participation in course learning activities, assessments, and engagement with peers.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4253 – Legal, Historical, and Philosophical Foundations of Education

Credits: 2

Hours: 24

Description:

Teacher candidates examine the legal, historical, and philosophical foundations of education and their influence on contemporary policy, practice, and professional responsibility. Through the study of educational systems, legislation, policy, and educational thought, teacher candidates develop an understanding of the structures, purposes, and evolving nature of schooling in Canada. They explore professional identity, ethical responsibilities, and the roles of educators within the context of the Ontario College of Teachers Standards of Practice and contemporary educational perspectives.

Learning Outcomes:

Students who successfully complete this course will:

- critically explore the historical foundations of education in Canada and how it relates to contemporary and diverse classrooms.
- critically explore the philosophical foundations of education in Canada and how it relates to contemporary and diverse classrooms.
- demonstrate knowledge of educational law, including legislation, legal cases, and relevant policies and advisories and how they relate to contemporary and diverse classrooms.
- demonstrate an understanding of the professional, ethical, and legal obligations of teachers, including the Ontario College of Teachers Standards of Practice.
- reflect on educational theory, experience, and professional practice in the development of a personal philosophy of education.
- demonstrate an understanding of an evolving professional identity, professional relationships with colleagues, and career stages over time.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4263 – Anishinaabe Ways of Knowing, Being, and Learning in Education

Credits: 2

Hours: 24

Description:

Engaging with a Two-Eyed Seeing approach, teacher candidates critically examine educational practices and the Ontario curriculum through a decolonial lens informed by wise practices in Anishinaabe education. Through culturally safe and reflective practices, candidates apply and create ways to weave Anishinaabe worldviews, lifeways, teachings, oral and embodied histories, resources and land-based pedagogies across the curriculum. Teacher candidates apply holistic learning frameworks to support student wellbeing and to the assessment of and for student learning.

Learning Outcomes:

Teacher candidates who successfully complete this course will:

- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- apply holistic and collective well-being frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting the Ontario curriculum expectations directly to Indigenous place-based knowledges.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate culturally safe, strengths-based pedagogical approaches including holistic assessment of and for learning.
- develop an understanding of the role of Anishinaabe language in cultural meanings and cultural safety by learning some basic Anishinaabemowin words and phrases to model in future classrooms.
- develop and maintain relational connections with parents, guardians, community members, Elders, Knowledge Keepers, and other Indigenous education professionals that foster holistic student well-being.
- critically evaluate relevant curriculum and policy documents.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4393 – Practicum I

Credits: 1

Hours: 4 weeks

Description:

Teacher candidates engage in a school-based observation practicum designed to introduce the teaching profession and the broader educational environment. Through observation and participation in classroom and school activities, teacher candidates examine the roles, responsibilities, and scope of practice of educators and develop foundational understandings of learners, classroom environments, instructional practices, assessment, and professional relationships. Teacher candidates examine teaching and learning in authentic educational settings while developing the knowledge, skills, and professional competencies required for future practicum experiences.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate professionalism and ethical practice in accordance with the Ontario College of Teachers' Professional Standards.
- actively observe effective teaching, learning, assessment, and classroom management practices.
- examine the diverse roles and responsibilities of educators within and outside of classroom contexts.
- engage in classroom and school learning. environments through professional collaboration, involvement in instructional and school-based activities, reflective inquiry into teaching practices, and other professional learning opportunities.
- demonstrate commitment to professional growth through reflective practice, professional dialogue, and responsiveness to feedback.
- demonstrate readiness for increasingly active participation and responsibilities in professional practicum experiences.
- critically reflect on how Anishinaabe worldviews and teachings, together with the knowledges and perspectives of local Indigenous Nations, can inform holistic wellness, land-based pedagogies, Treaty responsibilities, and decolonizing approaches within their observational professional practice and practicum setting.

Required Resources: NA

Assessment Strategies: Practicum Evaluation Forms

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4394 – Practicum II

Credits: 5

Hours: 14 weeks

Description:

Teacher candidates develop their professional practice through sustained school-based experiences, progressively assuming responsibility for all the duties of a teacher, including short- and long-term planning, instruction, assessment, classroom management, inclusive learning environments, and professional collaboration. Teacher candidates develop and refine their professional identities and practices through ongoing observation, professional dialogue, reflection, and applying feedback. The practicum emphasizes integrating theory and practice, supporting the development of professional competence consistent with the expectations of the Ontario College of Teachers.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate professionalism and ethical practice in accordance with the Ontario College of Teachers' Professional Standards.
- apply theory, pedagogical knowledge, and evidence-informed instructional practices in classroom settings.
- design and implement lesson and unit plans aligned with Ontario curriculum expectations.
- use a variety of assessment and evaluation strategies to support and monitor student learning and inform instruction.
- create differentiated, inclusive, equitable, culturally responsive, and accessible teaching and learning experiences and environments that support student achievement and well-being.
- establish positive classroom relationships and implement effective classroom management approaches.
- collaborate effectively with the associate teacher and other members of the school community through ongoing observation, professional dialogue, and reflective practice.
- engage in reflection, self-assessment, feedback, and inquiry to enhance professional practice and support continuous growth.
- critically reflect on how Anishinaabe worldviews and teachings, together with the knowledges and perspectives of local Indigenous Nations, can inform holistic wellness, land-based pedagogies, Treaty responsibilities, and decolonizing approaches within their professional practice and practicum setting.

Required Resources: NA

Assessment Strategies: Practicum Evaluation Forms

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): EDUC 4393

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4503 – Mathematics for the Intermediate and Senior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates strengthen their understanding of foundational mathematical concepts and processes that support learning in Mathematics, including Grades 7 and 8. Through the exploration of mathematical reasoning, problem solving, financial literacy, and real-world applications, teacher candidates develop confidence in their own mathematical knowledge while critically examining strategies that support the development of mathematical skills in diverse learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of mathematical concepts, processes, and representations to support students' mathematical thinking, reasoning, and problem solving.
- explore pedagogical strategies relevant to inclusive Mathematics instruction, assessment, and evaluation with a focus on the intermediate division.
- critically evaluate a range of instructional resources (print, digital, and manipulatives) that support Mathematics learning.
- integrate interdisciplinary perspectives and real-world applications into Mathematics instruction where appropriate.
- engage in on-going reflective practice regarding Mathematics teaching and learning.
- demonstrate an understanding of relevant curriculum documents, policies, and reports to Mathematics at with a focus on the intermediate division.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies;
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, active, and professional engagement in course learning activities, both in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4507 – Mathematics for the Primary and Junior Divisions

Credits: 3

Hours: 36

Description:

Teacher candidates explore the teaching and learning of mathematics in the primary and junior divisions through an examination of the Ontario Mathematics curriculum and current approaches to Mathematics education. Emphasis is placed on how children learn mathematics and on the planning of lessons and tasks that develop mathematical thinking, problem solving, and communication. Teacher candidates reflect on theory, practice, and personal experience to support the development of engaging and inclusive mathematics teaching practices.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of mathematical concepts, processes, and representations to support primary and junior students' mathematical thinking, reasoning, and problem solving.
- explore pedagogical strategies relevant to inclusive Mathematics instruction, assessment, and evaluation for the primary and junior divisions.
- critically evaluate a range of instructional resources (print, digital, and manipulatives) that support Mathematics learning.
- integrate interdisciplinary perspectives and real-world applications into Mathematics instruction where appropriate.
- engage in on-going reflective practice regarding Mathematics teaching and learning.
- demonstrate an understanding of relevant curriculum documents, policies, and reports to Mathematics at the primary and junior divisions.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies;
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, active, and professional engagement in course learning activities, both in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4513 – Language and Literacies for the Primary and Junior Divisions

Credits: 4

Hours: 48

Description:

Teacher candidates explore language and literacy development in the primary and junior divisions, focusing on the interconnectedness of listening, speaking, reading, writing, viewing, and representing, including multimodal forms of communication. Teacher candidates explore language curricula, evidence-informed instructional practices, assessment approaches, and texts and literature that support literacy development for diverse primary and junior classrooms.

Learning Outcomes:

Students who successfully complete this course will:

- understand factors (e.g., cultural, environmental, linguistic, social-emotional) influencing language and literacy development for primary and junior learners and how these apply in the classroom.
- integrate listening, speaking, reading, writing, viewing, and representing in the design of literacy learning experiences across the curriculum for primary and junior learners.
- review and design evidence-informed instructional and assessment practices for the development of proficient readers, writers, and communicators.
- use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners.
- explore and select diverse children's literature and other texts that support literacy development, engagement, and identity formation.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- critically examine curriculum, policy documents, and reports relevant to language and literacy education.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4514 – Language and Literacies for the Intermediate and Senior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates explore language and literacy development with a focus on Grades 7 and 8. They are introduced to the interconnectedness of listening, speaking, reading, writing, viewing, and representing, including multimodal forms of communication. Teacher candidates examine language curricula, evidence-informed instructional practices and assessment approaches for diverse intermediate and senior classrooms.

Learning Outcomes:

Students who successfully complete this course will:

- understand factors (e.g., cultural, environmental, linguistic, social-emotional) influencing language and literacy development and how these apply in the classroom, including Grades 7 and 8.
- integrate listening, speaking, reading, writing, viewing, and representing in the design of literacy learning experiences across the curriculum with a focus on Grades 7 and 8.
- review evidence-informed instructional and assessment practices for the development of proficient readers, writers, and communicators.
- use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- critically evaluate curriculum documents, policies, and reports relevant to language and literacy education.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4526 – Mathematics for the Junior and Intermediate Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the teaching and learning of mathematics in the junior and intermediate divisions through an examination of the Ontario Mathematics curriculum and current approaches to Mathematics education. Emphasis is placed on how children learn mathematics and on the planning of lessons and tasks that develop mathematical thinking, problem solving, and communication. Teacher candidates reflect on theory, practice, and personal experience to support the development of engaging and inclusive mathematics teaching practices.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of mathematical concepts, processes, and representations to support junior and intermediate students' mathematical thinking, reasoning, and problem solving.
- explore pedagogical strategies relevant to inclusive Mathematics instruction, assessment, and evaluation for junior and intermediate divisions.
- critically evaluate a range of instructional resources (print, digital, and manipulatives) that support Mathematics learning.
- integrate interdisciplinary perspectives and real-world applications into Mathematics instruction where appropriate.
- engage in on-going reflective practice regarding Mathematics teaching and learning.
- demonstrate an understanding of relevant curriculum documents, policies, and reports to Mathematics at the junior and intermediate divisions.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies;
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, active, and professional engagement in course learning activities, both in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4533 – Language and Literacies for the Junior and Intermediate Divisions

Credits: 4

Hours: 48

Description:

Teacher candidates explore language and literacy development in the junior and intermediate divisions, focusing on the interconnectedness of listening, speaking, reading, writing, viewing, and representing, including multimodal forms of communication. Teacher candidates explore language curricula, evidence-informed instructional practices, assessment approaches, and texts and literature that support literacy development for diverse junior and intermediate classrooms.

Learning Outcomes:

Students who successfully complete this course will:

- understand factors (e.g., cultural, environmental, linguistic, social-emotional) influencing language and literacy development for junior and intermediate learners and how these apply in the classroom.
- integrate listening, speaking, reading, writing, viewing, and representing in the design of literacy learning experiences across the curriculum for junior and intermediate learners.
- review and design evidence-informed instructional and assessment practices for the development of proficient readers, writers, and communicators.
- use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners.
- explore and select diverse literature and other texts for children and adolescents that support literacy development, engagement, and identity formation.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- critically examine curriculum, policy documents, and reports relevant to language and literacy education.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4543 – Science, Technology, and Environmental Education for the Primary and Junior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates examine the Science and Technology curriculum for the primary and junior divisions. They develop the knowledge, skills, and attitudes needed to support students in developing scientific understandings using processes of scientific research, experimentation, and engineering design. Through inquiry-based and hands-on learning, teacher candidates integrate Science, Technology, Engineering, and Mathematics (STEM) skills into meaningful classroom experiences. They design inclusive learning opportunities that foster curiosity and problem solving while exploring connections between science, technology, sustainability, environmental stewardship, and climate action.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate a foundational understanding of the major themes and concepts related to Science and Technology and scientific thinking using the Ontario curriculum and policy documents at the primary and junior levels.
- explore evidence-informed strategies for teaching and learning Science and Technology, including the cross-curricular and cross-disciplinary nature of the STEM fields.
- critically evaluate and select valid and reliable resources for the teaching and learning of Science and Technology.
- analyze connections between science, technology, society and the environment, including issues related to sustainability, environmental stewardship, and climate action.
- recognize risks and implement strategies for ensuring safety in the Science and Technology classroom.
- apply strategies that cultivate belonging. collaboration, equity and inclusion in Science and Technology learning.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Science and Technology at the primary and junior levels.
- model consistent, present and active engagement and participation as evidence of the collaborative aspect of Science and Technology.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4544 – Science, Technology, and Environmental Education for the Junior and Intermediate Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates examine the Science and Technology curriculum for the junior and intermediate divisions. They develop the knowledge, skills, and attitudes needed to support students in developing scientific understandings using processes of scientific research, experimentation, and engineering design. Through inquiry-based and hands-on learning, teacher candidates integrate Science, Technology, Engineering, and Mathematics (STEM) skills into meaningful classroom experiences. They design inclusive learning opportunities that foster curiosity and problem solving while exploring connections between science, technology, sustainability, environmental stewardship, and climate action.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate a foundational understanding of the major themes and concepts related to Science and Technology and scientific thinking using the Ontario curriculum and policy documents at the junior and intermediate levels.
- explore evidence-informed strategies for teaching and learning Science and Technology, including the cross-curricular and cross-disciplinary nature of the STEM fields.
- critically evaluate and select valid and reliable resources for the teaching and learning of Science and Technology.
- analyze connections between science, technology, society and the environment, including issues related to sustainability, environmental stewardship, and climate action.
- recognize risks and implement strategies for ensuring safety in the Science and Technology classroom.
- apply strategies that cultivate belonging, collaboration, equity and inclusion in Science and Technology learning.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Science and Technology at the junior and intermediate levels.
- model consistent, present and active engagement and participation as evidence of the collaborative aspect of Science and Technology.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4553 – Health and Physical Education for the Primary and Junior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates examine Ontario's Health and Physical Education curriculum at the primary and junior levels, through skill development, discussion, and practical applications. They develop the knowledge, skills, and confidence to integrate health and physical education across the curriculum and incorporate daily physical activity as part of a well-balanced education. Teacher candidates develop a sensitivity to students' diverse needs and abilities, embodied identities, and cultural backgrounds and perspectives.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the health and physical literacy concepts and skills (e.g. social-emotional learning, active living, and movement) required for primary and junior learners to lead healthy and active lives.
- explore teaching and learning strategies to foster mental health and well-being as well as balanced, positive learning environments for primary and junior students, using the Health and Physical Education curriculum.
- model professionalism through consistent, present, and active engagement and effort in the classroom, the gymnasium and between classes, in person and online where required.
- demonstrate knowledge of relevant curriculum documents relevant to Physical and Health Education at the primary and junior levels.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Health and Physical Education at the primary and junior levels.
- apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Health and Physical Education learning experiences.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4554 – Health and Physical Education for the Junior and Intermediate Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates examine Ontario's Health and Physical Education curriculum at the junior and intermediate levels, through skill development, discussion, and practical applications. They develop the knowledge, skills, and confidence to integrate health and physical education across the curriculum and incorporate daily physical activity as part of a well-balanced education. Teacher candidates develop a sensitivity to students' diverse needs and abilities, embodied identities, and cultural backgrounds and perspectives.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the health and physical literacy concepts and skills (e.g. social-emotional learning, active living, and movement) required for junior and intermediate learners to lead healthy and active lives.
- explore teaching and learning strategies to foster mental health and well-being as well as balanced, positive learning environments for junior and intermediate students, using the Health and Physical Education curriculum.
- model professionalism through consistent, present, and active engagement and effort in the classroom, the gymnasium and between classes, in person and online where required.
- demonstrate knowledge of relevant curriculum documents relevant to Physical and Health Education at the junior and intermediate levels.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Health and Physical Education at the junior and intermediate levels.
- apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Health and Physical Education learning experiences.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4563 – Social Studies for the Primary and Junior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates develop knowledge of fundamental concepts and instructional strategies in Social Studies for the primary and junior divisions. Teacher candidates explore Social Studies curricula and teaching for social studies thinking, as well as broader topics related to citizenship education and other issues of social and societal relevance.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the concepts of social studies thinking and essential understandings in Social Studies for the primary and junior divisions.
- critically evaluate a variety of teaching strategies appropriate to the teaching of Social Studies at the at the primary and junior levels.
- explore the role of citizenship education in addressing current issues related to multiculturalism, social justice, environmental and ecological sustainability, or global education.
- critically evaluate Ontario Ministry of Education Social Studies curricula at the primary and junior levels.
- explore strategies to create diverse and inclusive content, pedagogies, and culturally responsive classrooms.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- consider a variety of teaching strategies and approaches to assessment and evaluation appropriate to the teaching of Social Studies at the at the primary and junior levels.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4564 – Social Studies for the Junior and Intermediate Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates develop knowledge of fundamental concepts and instructional strategies in Social Studies for the junior and intermediate divisions. Teacher candidates explore Social Studies curricula and teaching for social studies thinking, as well as broader topics related to citizenship education and other issues of social and societal relevance.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the concepts of social studies thinking and essential understandings in Social Studies for the junior and intermediate divisions.
- critically evaluate a variety of teaching strategies appropriate to the teaching of Social Studies at the at the junior and intermediate levels.
- explore the role of citizenship education in addressing current issues related to multiculturalism, social justice, environmental and ecological sustainability, or global education.
- critically evaluate Ontario Ministry of Education Social Studies curricula at the junior and intermediate levels.
- explore strategies to create diverse
- and inclusive content, pedagogies, and culturally responsive classrooms.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- consider a variety of teaching strategies and approaches to assessment and evaluation appropriate to the teaching of Social Studies at the at the junior and intermediate levels.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4573 – Visual Arts for the Primary and Junior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates explore Visual Arts education in the primary and junior divisions through an examination of the Ontario Arts curriculum and participation in studio-based learning experiences. Teacher candidates examine contemporary approaches to Visual Arts education and develop knowledge of artistic concepts, materials, tools, processes, techniques, and instructional strategies that support creative expression and student learning in diverse classroom contexts.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the elements of Visual Arts through creating and presenting art, reflecting, responding, and analyzing, and exploring a variety of artistic forms and cultural contexts appropriate to the primary and junior divisions.
- design and demonstrate Visual Arts learning experiences that engage students in creating, presenting, responding to, and reflecting on art while addressing learner needs and curriculum expectations in the primary and junior divisions.
- create assessment and evaluation strategies that support diverse learners in Visual Arts education.
- critically evaluate instructional resources that support student learning in Visual Arts education.
- apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Visual Arts learning experiences.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- demonstrate knowledge of curriculum and policy documents relevant to Visual Arts education.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4574 – Visual Arts for the Junior and Intermediate Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates explore Visual Arts education in the junior and intermediate divisions through an examination of the Ontario Arts curriculum and participation in studio-based learning experiences. Teacher candidates examine contemporary approaches to Visual Arts education and develop knowledge of artistic concepts, materials, tools, processes, techniques, and instructional strategies that support creative expression and student learning in diverse classroom contexts.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the elements of Visual Arts through creating and presenting art, reflecting, responding, and analyzing, and exploring a variety of artistic forms and cultural contexts appropriate to the junior and intermediate divisions.
- design and demonstrate Visual Arts learning experiences that engage students in creating, presenting, responding to, and reflecting on art while addressing learner needs and curriculum expectations in the junior and intermediate divisions.
- create assessment and evaluation strategies that support diverse learners in Visual Arts education.
- critically evaluate instructional resources that support student learning in Visual Arts education.
- apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Visual Arts learning experiences.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- demonstrate knowledge of curriculum and policy documents relevant to Visual Arts education.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4583 – Music for the Primary and Junior Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Music in primary and junior classrooms. Through engagement in singing, playing, listening, responding, and creating, as well as reflecting, discussing, and writing activities, they develop the knowledge, skills, and confidence needed to support student learning in music. These experiences prepare teacher candidates to confidently design and deliver effective music learning activities to achieve the objectives of the Ontario Music curriculum at the primary and junior levels.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the elements of Music through creating, presenting and performing; reflecting, responding, analyzing, and exploring forms and cultural contexts of music appropriate for primary and junior levels.
- describe and demonstrate a variety of approaches to developing musical skills and understanding in application for primary and junior learners.
- critically analyze music, the music curriculum, music learners, and their own roles as teachers of music at the primary and junior levels.
- articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Music learning experiences.
- describe and apply assessment and evaluation strategies based in authentic music-making activities to objectively measure students' musical skills and understanding in application.
- critically evaluate instructional resources that support student learning in music education.
- demonstrate knowledge of curriculum documents relevant to Music education at the primary and junior levels.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4584 – Music for the Junior and Intermediate Divisions

Credits: 2

Hours: 24

Description:

Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Music in junior and intermediate classrooms. Through engagement in singing, playing, listening, responding, and creating, as well as reflecting, discussing, and writing activities, they develop the knowledge, skills, and confidence needed to support student learning in music. These experiences prepare teacher candidates to design and deliver effective music learning activities to achieve the objectives of the Ontario Music curriculum at the junior and intermediate levels.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the elements of Music through creating, presenting and performing; reflecting, responding, analyzing, and exploring forms and cultural contexts of music appropriate for junior and intermediate levels.
- describe and demonstrate a variety of approaches to developing musical skills and understanding in application for junior and intermediate learners.
- critically analyze music, the music curriculum, music learners, and their own roles as teachers of music at the junior and intermediate levels.
- articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Music learning experiences.
- describe and apply assessment and evaluation strategies based in authentic music-making activities to objectively measure students' musical skills and understanding in application.
- critically evaluate instructional resources that support student learning in music education.
- demonstrate knowledge of curriculum documents relevant to Music education at the junior and intermediate levels.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4593 – Drama and Dance for the Primary and Junior Divisions

Credits: 1

Hours: 12

Description:

Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Drama and Dance in primary and junior classrooms. Through engagement and responding to movement, role play, and creative activities, they develop the knowledge, skills, and confidence needed to support student learning in Drama and Dance. These experiences prepare teacher candidates to design and deliver creative and engaging learning activities to achieve the objectives of the Ontario Drama and Dance curricula at the primary and junior levels.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the elements of Drama and Dance through creating, sharing, and responding to different forms and cultural contexts appropriate for the primary and junior level.
- explore a variety of approaches and strategies to develop drama and dance skills appropriate for primary and junior learners.
- critically analyze the Drama and Dance curricula at the primary and junior levels.
- articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Drama and Dance learning experiences.
- describe and apply assessment and evaluation strategies based in authentic drama and dance activities to objectively measure students' skills and understanding in application.
- critically evaluate instructional resources that support student learning in Drama and Dance education.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4594 – Drama and Dance for the Junior and Intermediate Divisions

Credits: 1

Hours: 12

Description:

Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Drama and Dance in junior and intermediate classrooms. Through engagement and responding to movement, role play, and creative activities, they develop the knowledge, skills, and confidence needed to support student learning in Drama and Dance. These experiences prepare teacher candidates to design and deliver creative and engaging learning activities to achieve the objectives of the Ontario Drama and Dance curricula at the junior and intermediate levels.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the elements of Drama and Dance through creating, sharing, and responding to different forms and cultural contexts appropriate for the junior and intermediate level.
- explore a variety of approaches and strategies to develop drama and dance skills appropriate for junior and intermediate learners.
- critically analyze the Drama and Dance curricula at the junior and intermediate levels.
- articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Drama and Dance learning experiences.
- describe and apply assessment and evaluation strategies based in authentic drama and dance activities to objectively measure students' skills and understanding in application.
- critically evaluate instructional resources that support student learning in Drama and Dance education.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4606 – Social Sciences for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates are introduced to theoretical and practical approaches to the teaching of Social Sciences at the senior level. Through an examination of the Social Sciences curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in Social Sciences education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of various philosophies related to the teaching of Social Sciences and how they can be applied in structuring the learning of content at the senior level.
- demonstrate an understanding of theories grounding critical thinking and how it can be applied in the senior Social Sciences classroom.
- demonstrate the essential understandings of Social Sciences topics and explain the relevance to 21st century learners.
- critically analyze resources and strategies related to and appropriate for the teaching of the Social Sciences at the senior level.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate knowledge of relevant curriculum documents for Social Sciences at the senior level.
- consider approaches to assessment and evaluation appropriate to the teaching of the Social sciences at the senior level.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4607 – Business Studies for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates apply their background knowledge in Business Studies with a focus on Grades 11 and 12. Through an examination of the Business Studies curriculum, teacher candidates critically examine theory-based pedagogical approaches, strategies for student engagement, and current issues in Business Studies that broaden understanding and teaching skill, with a sensitivity to diverse and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- design teaching and learning experiences for Business Studies within the context of learner needs and curriculum expectations at the senior level.
- explore and evaluate various Business Studies instructional resources that support student learning.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Business Studies.
- create assessment and evaluation strategies for Business Studies that support diverse learners.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate a knowledge of curriculum documents relevant to Business Studies, including subjects such as accounting, entrepreneurship, information and communication technology, international business, marketing and business leadership.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4616 – English for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the curriculum and instruction in English for the senior division. Teacher candidates engage with current issues and practices in English education, including approaches to contemporary literature study, and assessment of reading, writing, listening, speaking, viewing, and representing.

Learning Outcomes:

Students who successfully complete this course will:

- acquire an understanding of the teaching techniques, strategies and methodologies applicable to teaching English and diverse learners at the senior level.
- develop an awareness of various English instructional resources that support student learning.
- demonstrate an ability to communicate accurately in various written and oral forms.
- actively engage in ongoing reflective and reflexive practice in the teaching of English.
- use assessment information to support literacy instruction and respond to the diverse strengths and needs of learners.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- demonstrate a knowledge of curriculum documents relevant to English education.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in English classrooms.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4617 – French as a Second Language for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates develop the knowledge and skills necessary to teach French as a second language (core, extended and immersion) at the senior levels (Grades 11-12). The course focuses on the development of listening, speaking, reading, and writing skills of French as a second language learners. Teacher candidates use the French language for all aspects of this course.

Learning Outcomes:

- Students who successfully complete this course will:
- develop strategies and techniques to teach French as a second or additional language at the senior level.
- create assessment and evaluation strategies for French as a Second Language that support diverse learners.
- explore and evaluate various instructional resources that support student learning.
- demonstrate an understanding of French-language identity, equity, and inclusive language practices.
- enhance their knowledge of research conducted in French as a Second Language settings.
- demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4626 – Geography for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates are introduced to theoretical and practical approaches to the teaching of Geography and the dimensions of geographical thinking at the senior level. Through an examination of the geography curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in Geography education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of various theoretical approaches to the teaching of Geography, at the senior level, including sustainability and environmental and climate responsibility.
- demonstrate an understanding of the dimensions of geographical thinking and how they can be applied to the teaching of Geography at the senior level.
- select and justify teaching and learning strategies for Geography teaching to meet diverse learner needs and curriculum expectations.
- critically evaluate various Geography instructional resources that support student learning, including geographic tools and instruments.
- explore culturally responsive teaching, including approaches to diverse and inclusive content and pedagogies.
- demonstrate a knowledge of curriculum documents relevant to Geography.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Geography at the senior level.
- actively engage in activities and discussions with peers in and out of the classroom as assigned.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4627 – Health and Physical Education for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates examine the Health and Physical Education curriculum through class discussion, skill development, and practical application. Teacher candidates demonstrate pedagogical skills, including planning, implementation, and assessment and evaluation with an emphasis on affirming student needs and abilities, embodied identities, cultural beliefs, and values. Using current research, teacher candidates apply inclusive methodologies for teaching Health and Physical Education, contributing to a well-balanced education for students at the senior level.

Learning Outcomes:

Students who successfully complete this course will:

- apply Health and Physical Education curriculum documents to create an inclusive, balanced, and positive learning environment at the intermediate level.
- design learning experiences to develop healthy living and physical activity skills at the intermediate level.
- demonstrate a commitment to the development of health and physical literacy.
- critically assess Health and Physical Education resources and programs in relation to meeting students' diverse academic, social and emotional needs, abilities, and identities.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- demonstrate specific strategies to assist all students in the transition to secondary school (e.g. decision making, conflict resolution, healthy relationships, well-being, and belonging).
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Health and Physical Education at the intermediate level.
- demonstrate knowledge of relevant Ontario Ministry curriculum and/or policy documents.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4646 – History for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates are introduced to theoretical and practical approaches to the teaching of History and the dimensions of historical thinking at the senior level. Through an examination of the History curriculum, teacher candidates critically examine strategies for teaching and learning and current issues in History education that broaden understanding and teaching skills with attention to diverse, culturally responsive, and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of various philosophies related to the teaching of History and how they can be applied in structuring the learning of content at the senior level.
- demonstrate an understanding of the dimensions of historical thinking and critical thinking, and how they can be applied to the teaching of History at the senior level.
- demonstrate the essential understandings of historical topics and explain the relevance to 21st century learners.
- identify and critically analyze resources and strategies related to, and appropriate for, the teaching of History at the senior level.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate knowledge of relevant History curriculum documents.
- consider approaches to assessment and evaluation appropriate to the teaching of History at the senior level.
- actively engage in activities and discussions with their peers in and out of the classroom as assigned.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4647 – Mathematics for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates examine the teaching and learning of Mathematics at the senior level, with attention to mathematical thinking, abstract concepts, problem solving, and communication. Through the exploration of curriculum expectations, classroom practices, technology, and current issues in Mathematics education, teacher candidates develop approaches to supporting student understanding, engagement, and achievement in diverse and inclusive learning environments.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate a foundational understanding of the major themes and abstract concepts related to Mathematics and mathematical thinking, including financial literacy, at the senior level.
- demonstrate an understanding of teaching and learning strategies appropriate for instruction of Mathematics at the senior level.
- critically evaluate various mathematical instructional resources, including the use of mathematical software that support student learning.
- demonstrate knowledge of relevant curriculum documents for Mathematics at the senior level.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Mathematics.
- model consistent active engagement and participation in class and between classes, in person and online where required.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Mathematics at the senior level.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4656 – Instrumental Music for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the principles, skills, concepts, approaches, and resources for teaching Instrumental Music in senior classrooms. Through engagement in playing and singing, listening and responding, creating, reflecting, analyzing, discussing, writing, planning, and teaching, they develop the knowledge, skills, and confidence needed to support student learning. Teacher candidates also learn to design and deliver engaging and inclusive music learning activities that facilitate student success in achieving the objectives of the Ontario intermediate music curriculum

Learning Outcomes:

Students who successfully complete this course will:

- critically analyze music, the music curriculum, music learners, and their own roles as teachers of music at the senior level.
- identify, analyze, explain, and/or demonstrate a variety of approaches to developing music skills and understanding, including the application of current technologies to achieve musical and music-pedagogical goals at the senior level.
- articulate and apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of music learning experiences.
- critically analyze or design long- and short-term plans, authentic assessment and evaluation strategies, and co-curricular music activities.
- identify, analyze, explain, and/or demonstrate understanding of teaching and playing techniques for a variety of instruments used at the senior level.
- explore and evaluate instructional resources that support student learning in music education.
- demonstrate an understanding of the Ontario Music curriculum at the senior level.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4657 – Visual Arts for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore Visual Arts education at the senior level through an examination of the Ontario Arts curriculum and participation in design, art history, and studio-based learning experiences. They examine and connect their own studio experiences with contemporary approaches to Visual Arts education theory, philosophy, and methodology to deepen their content knowledge across a variety of media. Through this process, teacher candidates develop instructional strategies that support creative expression and student learning in diverse classroom settings.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate a level of competency in modelling the appropriate uses of materials, tools, resources, studio techniques, and media experiences appropriate for visual arts learners at the senior level.
- demonstrate knowledge of curriculum, long-term planning and policy documents relevant to visual arts education at the senior level.
- design and demonstrate visual arts learning experiences that engage students in creating, presenting, responding to, and reflecting on art while addressing learner needs and curriculum expectations at the senior level.
- apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of Visual Arts learning experiences.
- explore and evaluate instructional resources that support student learning in Visual Arts education.
- create assessment and evaluation strategies that support diverse learners in Visual Arts education.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4666 – First Nations, Métis, and Inuit Studies for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates apply their knowledge in First Nations, Métis, and Inuit (FNMI) Studies in the senior division context. Through an examination of the FNMI senior curricula, teacher candidates critically examine and engage with past, present and future issues through the planning and delivery of culturally appropriate ways of knowing and learning honouring Indigenous knowledges and perspectives.

Learning Outcomes:

Students who successfully complete this course will:

- apply knowledge and skill as specified in the First Nations, Métis, and Inuit Studies curricula for the Senior Division, connecting to other curricula and cross curricular areas.
- design lessons and learning activities that centre FNMI ways of knowing, being, and learning.
- reflect upon and develop reconciliatory practices in relation to the classroom environment, pedagogies, and other aspects of teachers' professional responsibilities.
- examine contemporary and historical events and issues related to FNMI peoples of Canada.
- develop awareness of concepts such as self-determination, sovereignty, culture and language revitalization as interrelated.
- explore culturally appropriate practices and culturally safe relationships with Indigenous peoples, resources and knowledges.
- design assessment and evaluation conducive to FNMI perspectives, through decolonization and Indigenization, including assessment for, as, and of student learning.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4667 – Biology for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the curriculum, framework, and advanced concepts of senior Biology (Grades 11 and 12), developing the attitude, skills, knowledge and pedagogical expertise required to teach complex biological systems and contemporary scientific issues. Using evidence-informed and inquiry-based approaches, candidates engage in scientific reasoning and design equitable, inclusive learning experiences that foster scientific understanding through laboratory investigations and the exploration of socio-scientific issues relevant to Biology, STEM fields, and society.

Learning Outcomes:

Students who successfully complete this course will:

- explore teaching and learning experiences for Biology, including cross-curricular and cross-disciplinary nature of the STEM fields, using the Ontario curriculum and policy documents at the senior level.
- critically evaluate valid and reliable resources for the teaching and learning of Biology.
- relate Biology to broader issues in society and the environment.
- demonstrate an understanding of how scientific knowledge is developed, evaluated, and revised.
- model scientific inquiry and other evidence-based approaches, including lab-based activities, while ensuring safety in the Biology laboratory.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Biology.
- model consistent active engagement and participation in class and between classes, in person and online where required.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Biology at the senior level.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4676 – Chemistry for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the curriculum, framework, and advanced concepts of senior Chemistry (Grades 11 and 12), developing the attitude, skills, knowledge and pedagogical expertise required to teach advanced Chemistry and contemporary scientific issues. Using evidence-informed and inquiry-based approaches, candidates engage in scientific reasoning and design equitable, inclusive learning experiences that foster scientific understanding through laboratory investigations and the exploration of socio-scientific issues relevant to Chemistry, STEM fields, and society.

Learning Outcomes:

Students who successfully complete this course will:

- explore teaching and learning experiences for Chemistry, including cross-curricular and cross-disciplinary nature of the STEM fields, using the Ontario curriculum and policy documents at the senior level.
- critically evaluate valid and reliable resources for the teaching and learning of Chemistry.
- relate Chemistry to broader issues in society and the environment.
- demonstrate an understanding of how scientific knowledge is developed, evaluated, and revised.
- model scientific inquiry and other evidence-based approaches, including lab-based activities, while ensuring safety in the Chemistry laboratory.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Chemistry.
- model consistent active engagement and participation in class and between classes, in person and online where required.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Chemistry at the senior level.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4677 – Physics for the Senior Division

Credits: 3

Hours: 36

Description:

Teacher candidates explore the curriculum, framework, and advanced concepts of senior Physics (Grades 11 and 12), developing the attitude, skills, knowledge and pedagogical expertise required to teach advanced Physics and contemporary scientific issues. Using evidence-informed and inquiry-based approaches, candidates engage in scientific reasoning and design equitable, inclusive learning experiences that foster scientific understanding through laboratory investigations and the exploration of socio-scientific issues relevant to Physics, STEM fields, and society.

Learning Outcomes:

Students who successfully complete this course will:

- explore teaching and learning experiences for Physics, including cross-curricular and cross-disciplinary nature of the STEM fields, using the Ontario curriculum and policy documents at the senior level.
- critically evaluate valid and reliable resources for the teaching and learning of Physics.
- relate Physics to broader issues in society and the environment.
- demonstrate an understanding of how scientific knowledge is developed, evaluated, and revised.
- model scientific inquiry and other evidence-based approaches, including lab-based activities, while ensuring safety in the Physics laboratory.
- explore how to create and maintain diverse, inclusive, and culturally responsive content and pedagogies in Physics.
- model consistent active engagement and participation in class and between classes, in person and online where required.
- critically evaluate approaches to assessment and evaluation appropriate to the teaching of Physics at the senior level.
- model land-based educational practices that honour local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☐ Online	☐ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4703 – Teaching with Children's Literature

Credits: 2

Hours: 24

Description:

Teacher candidates explore children's literature as a resource for literacy instruction and learning across the curriculum. Through the study of diverse texts, genres, authors, and illustrators, teacher candidates examine how literature can support literacy development, build background knowledge, spark inquiry, and deepen understanding across subject areas. They select and evaluate children's literature to engage learners, support social, emotional, and cultural learning, foster critical literacy, and connect curriculum to students' lives and interests.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate a knowledge of curriculum documents relevant to language and literacy education.
- explore and evaluate children's literature representing a range of genres, cultures, perspectives, and experiences.
- critically examine children's literature through personal, educational, cultural, and literary lenses.
- explore learning strategies for using children's literature to support learning in language and literacy and other curriculum areas.
- select and evaluate children's literature that is appropriate for particular learners, purposes, and curriculum expectations to foster empathy, social and emotional learning, diversity, inclusion, cultural understanding, and a sense of belonging.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4704 – Educating Young Children

Credits: 2

Hours: 24

Description:

Teacher candidates examine the development, learning, and education of young children in Ontario's Kindergarten and early primary contexts. Guided by Ontario's Kindergarten Program and relevant primary curricula, they explore play- and inquiry-based pedagogy, inclusive learning environments, assessment, and early literacy and mathematics. Emphasis is placed on supporting children's strengths, identities, well-being, and diverse learning needs. Teacher candidates also consider collaboration with families, educator teams, and community partners to promote equitable learning and positive transitions for young children.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of child development and its implications for supporting young children's physical, cognitive, language, social, emotional, and creative learning and development.
- design developmentally appropriate, play- and inquiry-based learning experiences that align with Ontario curriculum expectations and incorporate learning goals, instructional strategies, and assessment practices that support diverse learners
- design inclusive and culturally responsive learning environments using universal design for learning, differentiated instruction, and strengths-based approaches that support diverse abilities, identities, languages, cultures, family structures, and lived experiences.
- analyze the use of observation, conversation, documentation, and children's work to support assessment and inform next steps in teaching and learning.
- demonstrate an understanding of children's belonging, well-being, engagement, expression, self-regulation, and positive relationships through responsive teaching, predictable routines, supportive environments, and intentional social-emotional learning.
- describe the importance of collaborative relationships with families, Kindergarten educator teams, school personnel, and community partners in supporting children's learning, development, transitions, safety, and well-being.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required, while contributing respectfully and inclusively to collaborative learning communities.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4723 – Understanding and Supporting Learners with Exceptionalities

Credits: 2

Hours: 24

Description:

Teacher candidates examine the characteristics, strengths, and needs associated with a range of exceptionalities and learning profiles beyond those emphasized in foundational special education. Teacher candidates consider how information about individual strengths and needs can inform teaching and examine evidence-informed approaches to instruction, assessment, behaviour support, assistive technology, and the adaptation of learning environments, materials, and resources.

Learning Outcomes:

- Students who successfully complete this course will:
- explain the characteristics, strengths, and learning needs associated with exceptionalities and learning profiles.
- select and adapt evidence-informed instructional and assessment approaches, learning environments, materials, and resources in response to individual learner strengths and needs.
- analyze how characteristics and needs associated with exceptionalities may influence behaviour and participation in different educational contexts and identify proactive. approaches to support positive behaviour.
- evaluate assistive technologies and other resources to determine how they can support access, participation, and learning for students with exceptionalities
- evaluate pedagogical responses to diverse learner needs with consideration for equity, inclusion, cultural responsiveness, positionality, and sociocultural context.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate professional responsibility through consistent participation in course learning activities, assessments, and engagement with peers.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4724 – Environmental and Sustainability Education

Credits: 2

Hours: 24

Description:

Teacher candidates examine topics related to environmental, sustainability, and climate education in formal and informal education settings. They plan, implement, and evaluate environmental education experiences across the curriculum for a diverse range of learners and contexts. Teacher candidates explore aspects of sustainable development and climate justice through various cultural contexts and engage reflexively in their experiences of learning and teaching in/about/for/with the environment.

Learning Outcomes:

Students who successfully complete this course will:

- analyze and integrate environmental sustainability education within Ontario curriculum and policy documents through the design of cross-curricular learning opportunities.
- analyze diverse cultural perspectives on local and global environmental issues and sustainability.
- explore instructional strategies and collaborative approaches to environmental inquiry informed by diverse perspectives, including Indigenous ways of knowing.
- critically evaluate resources from a variety of organizations and publications to support environmental, sustainability, and climate education
- recognize the importance of environmental and sustainability issues to students' lives and futures.
- model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting learning activities directly to Indigenous place-based knowledges.
- model consistent, present, and active engagement throughout the course as evidence of the collaborative nature of sustainability learning and problem-solving.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4733 – Critical and Creative Use of Educational Technology

Credits: 2

Hours: 24

Description:

Teacher candidates develop the knowledge, skills, and leadership capacity needed to integrate educational technologies purposefully across teaching and learning. They evaluate Ministry- and school board-approved digital tools in relation to curriculum, accessibility, equity, infrastructure, privacy, safety, and learner needs. Teacher candidates examine barriers to effective technology integration and design creative, context-responsive solutions. Teacher candidates critically assess emerging technologies, including generative AI, to support inclusive, responsible, and pedagogically sound practice in diverse classrooms.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate proficiency with a range of educational technologies commonly used for instruction, assessment, communication, collaboration, accessibility, and classroom organization.
- design technology-enhanced learning experiences that align digital tools with curriculum expectations, learning goals, instructional strategies, universal assessment practices, and the diverse strengths and needs of learners.
- apply established technology-integration frameworks and professional standards to plan, implement, and evaluate inclusive and accessible technology-enhanced learning.
- explore active, collaborative, creative, or inquiry-based learning through the purposeful use of digital technologies.
- critically evaluate Ministry- and school board-approved digital tools in relation to curriculum and policy documents.
- critically evaluate the effectiveness of technology-enhanced learning experiences using evidence of student learning, participation, feedback, engagement, accessibility, and inclusion.
- reflect on and strengthen technology-enhanced teaching practice through self-assessment, professional learning, experimentation, and leadership.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4734 – Teaching in Ontario Catholic Schools

Credits: 2

Hours: 24

Description:

Teacher candidates examine the theological foundations, Catholic worldview, and educational mission that inform Catholic education in Ontario. They develop the foundational knowledge and pedagogical approaches necessary to implement the Religious Education and Family Life curriculum, integrate the Catholic Graduate Expectations into classroom practice and the life of the Catholic school community. Teacher candidates also learn to thoughtfully navigate complex educational situations while honouring the dignity of every learner and the mission of Catholic education.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the theological foundations, mission, and distinctive characteristics of Catholic education in Ontario.
- examine the purpose, structure, and implementation of the Religious Education and Family Life curriculum.
- analyze how the Catholic Graduate Expectations inform teaching, learning, and professional practice.
- plan learning experiences that integrate the Religious Education and Family Life curriculum and the Catholic Graduate Expectations.
- critically examine complex and sensitive educational issues and determine pedagogical responses that honour the dignity of every learner, foster respectful relationships, and reflect the mission, values, and commitment to reconciliation within Catholic education.
- develop an emerging professional identity as a Catholic educator that reflects the mission, values, and responsibilities of Catholic education in Ontario.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4743 – International Teaching

Credits: 2

Hours: 24

Description:

Teacher candidates explore political, social, economic, and cultural perspectives in various international educational contexts. They build intercultural awareness, global-minded teaching practices, and the adaptability needed to work effectively with diverse learners and pursue careers in international and cross-cultural educational settings.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of the international contexts and global issues (i.e. climate change, child soldiers, girls' education, etc.), and how these factors impact international education.
- critically reflect on how issues of international cultural, economic, and social diversity shape the classroom.
- demonstrate an understanding of some of the challenges international teachers face throughout their careers.
- examine and compare regional education systems and challenges in particular countries and global regions.
- demonstrate an understanding of how international laws, structures of governance (i.e. the UN, etc.), and human rights issues are connected to Canadian and international education.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- Critically evaluate the influence of local, national, and international education policies on curriculum development, instructional practices, and equity in education.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4744 – Media Arts

Credits: 2

Hours: 24

Description:

This course equips teacher candidates with the essential pedagogical strategies and technical skills required to design and teach a dynamic media arts curriculum. Teacher candidates explore media literacy, foundational design concepts, digital citizenship, and learn how to guide students safely and ethically through various media arts landscapes. Through hands-on exercises, the course covers the core production workflows of traditional, contemporary and emergent media arts forms while preparing teacher candidates to create and maintain diverse, culturally responsive, and inclusive classrooms.

Learning Outcomes:

Students who successfully complete this course will:

- critique and design media arts learning experiences that integrate digital storytelling, media literacy, and digital citizenship.
- demonstrate a level of competency in incorporating foundational design concepts and organizing principles across various, traditional, contemporary and emergent media arts forms.
- reflect on how to ethically guide students through contemporary and emergent media landscapes using safe and responsible practices.
- explore approaches to managing classroom technologies and demonstrate adaptable structures that align with contemporary and emergent media arts forms.
- demonstrate an understanding of approaches to assessment and evaluation appropriate for media arts.
- demonstrate knowledge of relevant curriculum and policy documents.
- apply principles of equity, diversity, inclusion, and accessibility in the planning, delivery, and assessment of media arts learning experiences.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4753 – Outdoor Education

Credits: 2

Hours: 24

Description:

Teacher candidates build attitudes, skills, and knowledge necessary to develop, implement, and evaluate outdoor educational experiences. They consider pedagogical strategies such as experiential learning, adventure programming, cooperative activities, and critical reflection. Teacher candidates explore how the outdoor environment shapes teaching, learning, understandings, and identities and the implications for equitable, inclusive, and accessible instruction. They examine culturally responsive approaches to land-based learning and connections to Indigenous place-based knowledge.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate effective strategies and techniques appropriate for the instruction of a variety of activities in outdoor settings (e.g., school yard, parks, woodlots).
- recognize risks and implement appropriate strategies, equipment, policies, and safety procedures associated with participation in outdoor activities.
- characterize connections between curricular expectations and outdoor activities across grade levels.
- actively reflect on personal boundaries related to trust, accepting risk, and community-building by engaging in outdoor education.
- explore strategies to build natural curiosity and inquiring minds by understanding self in relation to others and the world.
- analyze the cognitive, affective, social-emotional and health-related benefits of teaching and learning in the outdoors.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- model land-based educational practices that honor local Treaty obligations, land and water stewardship, connecting Ontario curriculum expectations directly to Indigenous place-based knowledges.
- demonstrated consistent, present, and active participation and engagement in class and between classes.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4754 – Philosophy

Credits: 2

Hours: 24

Description:

Teacher candidates are introduced to theoretical and practical approaches to the teaching of Philosophy, including the dimensions of philosophical thinking. Through an examination of the Philosophy curriculum, teacher candidates connect theory to current issues of relevance in society, as well as in Philosophy education. They learn to critically evaluate issues, resources, and teaching strategies, while prioritizing the creation of diverse, inclusive and culturally responsive classrooms.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of various theoretical approaches to the teaching philosophy and how they can be applied in structuring and learning of content at all grade levels.
- demonstrate an understanding of theory grounding critical thinking and how it can be applied in the philosophy classroom.
- demonstrate the essential understandings of philosophical topics and explain the relevance to 21st century learners.
- identify and analyze resources and strategies related to and appropriate for the teaching of philosophy at all grade levels.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- celebrate Anishinaabe worldviews and lifeways, oral and embodied histories, and the Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.
- demonstrate knowledge of relevant curriculum documents.
- consider approaches to assessment and evaluation appropriate to the teaching of philosophy at all grade levels.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4763 – Social Justice & Equity

Credits: 2

Hours: 24

Description:

Teacher candidates investigate multiple understandings of the nature of knowledge and learning, and the stereotypes, prejudices, indifference, and power structures that promote inequity. They develop philosophies and methods that centralize culturally responsive pedagogies, democratic education, critical pedagogies, critical race theory, liberatory and emancipatory pedagogies.

Learning Outcomes:

Students who successfully complete this course will:

- critically examine personal perspectives about the nature of power and privilege in various contexts.
- demonstrate an understanding of the factors that contribute to critical, democratic, or emancipatory teaching and learning environments.
- consider how actions and the culture of schooling and society impact students, in both negative and positive ways.
- analyze how hierarchies based on race, class, gender, ability, and sexuality shape relations in educational contexts.
- demonstrate an understanding of how to use and critique sociocultural theories while exploring multiple contexts of education, including systemic processes, classroom practice, and embodied teaching and learning.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- interrogate and challenge educational practices, deconstruct systemic biases and barriers in educational institutions by engaging in transformative and self-reflective practice, collaborating and consulting with Elders, Knowledge Keepers and language speakers as content experts and teachers.
- demonstrate knowledge of relevant curriculum documents.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4764 – Imagination Creativity Education

Credits: 2

Hours: 24

Description:

Teacher candidates develop and demonstrate an understanding of imagination creativity education (ICE) for K-12 learners. Through an examination of alternative educational approaches and interdisciplinary connections among literacy, visual arts, and technology, teacher candidates develop an understanding of how creativity and imagination can enhance student engagement and learning. Teacher candidates participate in a variety of ICE experiences that promote diverse ways of knowing, creating, communicating, and expressing ideas in educational contexts.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate an understanding of concepts and contexts specific to curiosity, imagination, creativity, innovation, and learning for K-12 learners.
- demonstrate an understanding of the motivation that contributes to participant involvement in imagination, creativity, innovation, and learning.
- compare, contrast, and evaluate the effectiveness of various pedagogical theories as they relate to Imagination Creativity Education (ICE) for K-12 learners.
- examine diverse personal, social, cultural, and educational factors that influence Imagination Creativity Education (ICE).
- analyze the influence of cognitive, social, emotional, physical, and spiritual experiences on creativity and learning in children and youth;
- design learning experiences that foster imagination, creativity, and innovation in diverse educational contexts.
- explore the role and impact of Imagination Creativity Education (ICE) for K–12 learners within the context of the Ontario curriculum.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners.
- model consistent, present and active engagement throughout the course as evidence of collaborative teaching practice.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4773 – STEAM Education: Science, Technology, Engineering, Arts, and Mathematics

Credits: 2

Hours: 24

Description:

Teacher candidates design and facilitate STEAM learning experiences through the exploration of integrated science, technology, engineering, arts, and mathematics educational approaches. They engage in creative design challenges that foster inquiry, collaboration, critical thinking, and problem-solving while exploring diverse ways of knowing and expressing understandings through art and technology. Teacher candidates develop the knowledge and skills to design inclusive STEAM learning environments that recognize students' strengths, experiences, and diverse ways of learning.

Learning Outcomes:

Students who successfully complete this course will:

- demonstrate a knowledge of Ontario Ministry of Education curriculum and policy documents relevant to STEAM subjects.
- explore learning strategies that reflect the cross-curricular and cross-disciplinary possibilities of STEAM education.
- critically evaluate resources for the teaching and learning of STEAM across grade levels.
- integrate artistic and technological tools as well as scientific inquiry and engineering design processes to create projects that connect to the varied lived experiences of students.
- cultivate belonging and collaboration to foster equity, diversity and inclusion in STEAM fields.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.
- celebrate Indigenous worldviews, lifeways, and oral and embodied histories, such as the Anishnaabe Seven Grandfather Teachings, weaving them into culturally relevant learning environments and content.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

EDUC 4786 – Teaching in French Immersion

Credits: 3

Hours: 36

Description:

Teacher candidates examine the pedagogical foundations of French immersion education across K-12 settings. They develop knowledge and instructional approaches that support language learning through curriculum content and curriculum learning through French, while maintaining and strengthening French-language proficiency.

Learning Outcomes:

Students who successfully complete this course will:

- explore pedagogical approaches and instructional strategies that support effective teaching and learning in French immersion settings.
- demonstrate French-language proficiency appropriate for communication, instruction, and professional practice in French immersion classrooms.
- analyze the goals, structure, and implementation of French immersion programs within the Ontario educational context, including appreciation for Francophone languages, cultures, and perspectives within French immersion learning environments.
- examine research related to French immersion education and apply key findings to teaching practice.
- interpret relevant Ontario Ministry of Education curriculum, policy, and resource documents to support planning, instruction, and assessment in French immersion settings.
- consider approaches to assessment and evaluation appropriate to the teaching of French immersion.
- explore how to create and maintain a diverse and culturally responsive classroom, including approaches to diverse and inclusive content and pedagogies.
- apply holistic and collective wellbeing frameworks to design learning environments that support the interconnected emotional, physical, intellectual, and spiritual needs of learners, families, communities and Nations.
- demonstrate consistent, present, and active engagement in class and between classes, in person and online where required.

Required Resources: NA

Assessment Strategies: NA

Method of Delivery:

Modality	Approach
☒ Face-to-Face	☒ Synchronous
☒ Online	☒ Asynchronous
☐ Blended	☐ HyFlex
☐ Hybrid	☐ Other:

Prerequisite(s): none

Antirequisite(s): none

Corequisite(s): none

Cross-Listed (if applicable): NA

Cross-Coded (if applicable): NA

Curriculum Map: Bachelor of Education (1 Year)

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Instructions

This template enables the mapping of a program's curriculum.

Note: the template provides initial tables for a full 1-year program; this enables those using the curriculum to remove any rows or columns that do not apply.

Sections within the document:

Program Purpose and Objectives

- The program's purpose is often used as the paragraph for marketing or to describe the program within the academic calendar.
- Program objectives are high-level goals. See **Program Objectives and Program-level Learning Outcomes** — Ontario Universities Council on Quality Assurance for further information and guidance.

Course Requirements

- This section contains a table that graphically represents the program's requirements per the Academic Calendar.

Course Sequencing

- The student pathway(s) through the program.
- Provides the students' progress through each concentration or stream, focusing on prerequisites, corequisites and antirequisites.

Program-Level Outcomes and Matrix

- Provides the Program-Level Student Learning Outcomes
- Provides the relationship between the required courses within the program and the program-level outcomes.
- Illustrates the progression of learning across the program for each program-level outcome.

University-Level Outcomes and Matrix

- Provides the University-Level Student Learning Outcomes
- Provides the relationship between the required courses within the program and the university-level outcomes.
- Illustrates the progression of learning across the program for each university-level outcome.

Curriculum Map: Bachelor of Education (1 Year)

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Curriculum Map: Bachelor of Education (1 Year)

The purpose of the program is often presented in a paragraph in marketing materials or the academic calendar.

Nipissing University's Bachelor of Education (B.Ed.) program prepares knowledgeable, reflective, ethical, and caring educators committed to student learning, professional responsibility, and inclusive educational practice. The program develops the pedagogical knowledge, practical teaching skills, and professional dispositions required for teacher certification in Ontario and for fostering meaningful learning experiences in diverse classroom settings.

Program Objectives

The goal of all the Bachelor of Education programs at Nipissing University is to prepare professional teachers who have a full awareness of what it means to be an exemplary teacher in Ontario, and the skills and competencies to meet that objective, with a commitment to continuous improvement in a dynamic field. To accomplish these ideals, it is critical to embed within our Conceptual Frameworks/Models the *OCT Standards of Practice*, *Ethical Standards for the Teaching Profession*, and *Professional Learning Framework*; the Ontario Ministry of Education's regulations, policies, curriculum, and support documents; as well as current research on teaching, learning, and assessment strategies. Together, these documents describe a teaching culture grounded in beliefs about professional practice, perceptions of professional identity, an understanding of professional teacher education, and a need for shared responsibility within learning communities (*OCT Foundations of Professional Practice*).

The Bachelor of Education program in the Schulich School of Education meets the Council of Ontario University's *Undergraduate Degree Learning Goals* (as described in *Ensuring the Value of University Degrees in Ontario*, COU, 2011 here) that require us to attend to undergraduate degree learning outcomes that encompass depth and breadth of knowledge, knowledge of methodologies, application of knowledge, communication skills, awareness of limits of knowledge, and autonomy and professional capacity. Finally, the Bachelor of Education program meets the University-Level Learning Outcomes and Program-Level Learning Outcomes, as demonstrated herein.

Curriculum Map: Bachelor of Education (1 Year)

Program-Level Student Learning Outcomes

By the end of the Bachelor of Education program, teacher-candidates will:

1. Learner Development & Inclusive Education

- Demonstrate a comprehensive understanding of factors that influence learner development and learning—such as culture, language, religion, socio-economic status, and exceptionality—and apply learning theories to support inclusive, equitable learning environments.

2. Curriculum Knowledge & Interdisciplinary Understanding

- Develop and apply subject-specific and interdisciplinary knowledge to instruction, assessment, and evaluation, with attention to environmental awareness, Indigenous education, social justice, technology, and global citizenship.

3. Pedagogy, Instructional Strategies & Resource Selection

- Understand, select, develop, and justify the use of effective teaching methodologies (e.g., lesson plans), strategies, and technologies that enhance learning across diverse contexts, including those involving Indigenous students and subject areas.

4. Critical Analysis of Educational Contexts

- Demonstrate critical thinking and analytical skills in examining educational theory, historical and political context, policy, and legislation.

5. Assessment & Planning for Student Growth

- Apply knowledge of assessment and evaluation to inform instructional planning and use best practices to support learner progress and differentiated instruction.

6. Inclusive Practice & Classroom Management

- Create and maintain inclusive, caring, and positive learning environments across a variety of educational settings, including Indigenous classrooms, by using proactive and culturally appropriate classroom management strategies and inclusive teaching practices to facilitate learning.

7. Reflective Practice & Professional Growth

- Engage in ongoing inquiry and reflective practice before, during, and after instruction to inform professional growth, incorporating feedback and recognizing the complexities and limits of educational systems–including awareness of the changing nature of educational research/theory and how this impacts practice.

8. Professional Identity & Ethical Practice and Philosophy of Teaching

- Demonstrate a sound professional identity by upholding the Ethical Standards and Standards of Practice of the Ontario College of Teachers, maintaining academic integrity, and pursuing relevant professional development opportunities.

Curriculum Map: Bachelor of Education (1 Year)

University-Level Student Learning Outcomes

Upon graduation the student will be able to:

1. Analyze critically and creatively
    a. engage in the examination of ideas, issues, and problems, drawing on and critiquing established bodies of knowledge and means of analysis.
    b. organize information logically and consider alternative strategies, recognizing the need for multiple voices and will seek opportunities for those voices to be heard.
    c. use divergent or lateral thinking to expand ideas and create new ways of looking at a situation.
2. Use knowledge and skills proficiently
    a. demonstrate competence in the knowledge and skills specific to their area of study by productively applying their knowledge, skills and tools to a variety of situations.
3. Initiate inquiries and develop solutions to problems
    a. demonstrate a curiosity that results in inquiry by proposing questions that encourage deliberation, creative expression, and the formulation of solutions to problems, in theoretical, conceptual, and applied fields.
    b. evaluate the benefits and challenges of different solutions when proposing specific courses of action.
4. Communicate effectively
    a. communicate respectfully by listening attentively, seeking clarification, and working to understand the points of view of others.
    b. effectively present information using a variety of modes and media, adapting their method of presentation to suit specific audiences.
    c. convey their intended message using a variety of oral, written, and visual strategies and a variety of media platforms to ensure accurate communication.
5. Pursue self-motivated and self-reflective learning
    a. initiate action and demonstrate confidence in the application of their knowledge and skills.
    b. work independently and productively.
    c. set personal and professional goals and establish a plan of action to achieve those goals.
    d. reflect on their growth and development and use reliable and practical strategies to learn from that reflection.
6. Engage in collaborative leadership and professional practices
    a. work cooperatively, cultivating and thriving in diversity, with diverse people.
    b. demonstrate strong interpersonal skills.
    c. demonstrate leadership skills by motivating, including, and supporting others.
    d. seek opportunities to collaborate.
    e. engage in professional dialogue and participate in learning communities.
7. Engage in ethical and respectful practices
    a. engage in activities ethically and equitably: they act with integrity and take responsibility for their actions.
    b. engage in their work using ecologically sustainable practices.
8. Contribute locally, regionally, nationally, and globally
    a. demonstrate they are socially just: they are prepared to participate in local, regional and global communities.
    b. demonstrate knowledge of Anishinabek ontologies. (Senate: on hold)
    c. initiate change.
    d. utilize their knowledge and skills to positively impact their community.

Curriculum Map: Bachelor of Education (1 Year)

CONSECUTIVE PROGRAM FOR THE PRIMARY-JUNIOR DIVISION

TERM 1: SPRING/SUMMER	TERM 2: FALL	TERM 3: WINTER
EDUC 4393: Practicum I (1 cr.)	**EDUC 4106:** Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions (3 cr.)	**EDUC 4127**: Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions (3 cr.)
EDUC 4173: Building Learning Communities for the Primary and Junior Divisions (2 cr.)	**EDUC 4394**: Practicum II (5 cr.)	
EDUC 4184: Equity, Diversity, and Inclusion in Professional Practice (2cr.)	**EDUC 4507:** Mathematics for the Primary and Junior Divisions (3 cr.)	
EDUC 4193: Healthy Learners, Healthy Schools for the Primary and Junior Divisions (2cr.)	**EDUC 4513:** Language and Literacy for the Primary and Junior Divisions (4 cr.)	
EDUC XXXX: Elective (2 cr.)	**EDUC 4543:** Science, Technology, & Environmental Learning for the Primary and Junior Divisions (2 cr.)	
	EDUC 4593: Drama and Dance for the Primary and Junior Divisions (1 cr.)	
	EDUC 4553: Health and Physical Education for the Primary and Junior Divisions (2 cr.)	
	EDUC 4563: Social Studies for the Primary and Junior Divisions (2 cr.)	
	EDUC 4573: Visual Arts for the Primary and Junior Divisions (2 cr.)	
	EDUC 4583: Music for the Primary and Junior Divisions (2 cr.)	
	EDUC 4253: Legal, Historical, and Philosophical Foundations of Education (2 cr.)	
	EDUC 4223: Special Education for the Primary and Junior Division (2 cr.)	
	EDUC 4263: Anishinaabe Ways of Knowing, Being and Learning in Education (2 cr.)	
	EDUC 4153: Digital Learning & Critical Practice (1 cr.)	
	EDUC 4017: French as a Second Language for the Primary, Junior, and Intermediate Divisions (3 cr.) ^	
	EDUC 4786: Teaching in French Immersion (3 cr.)^	

TOTAL CREDITS: 45

NOTE: Courses in merged Term 2 and Term 3 cells may be scheduled in either Term 2 or Term 3 or both, as determined by the Dean's Office

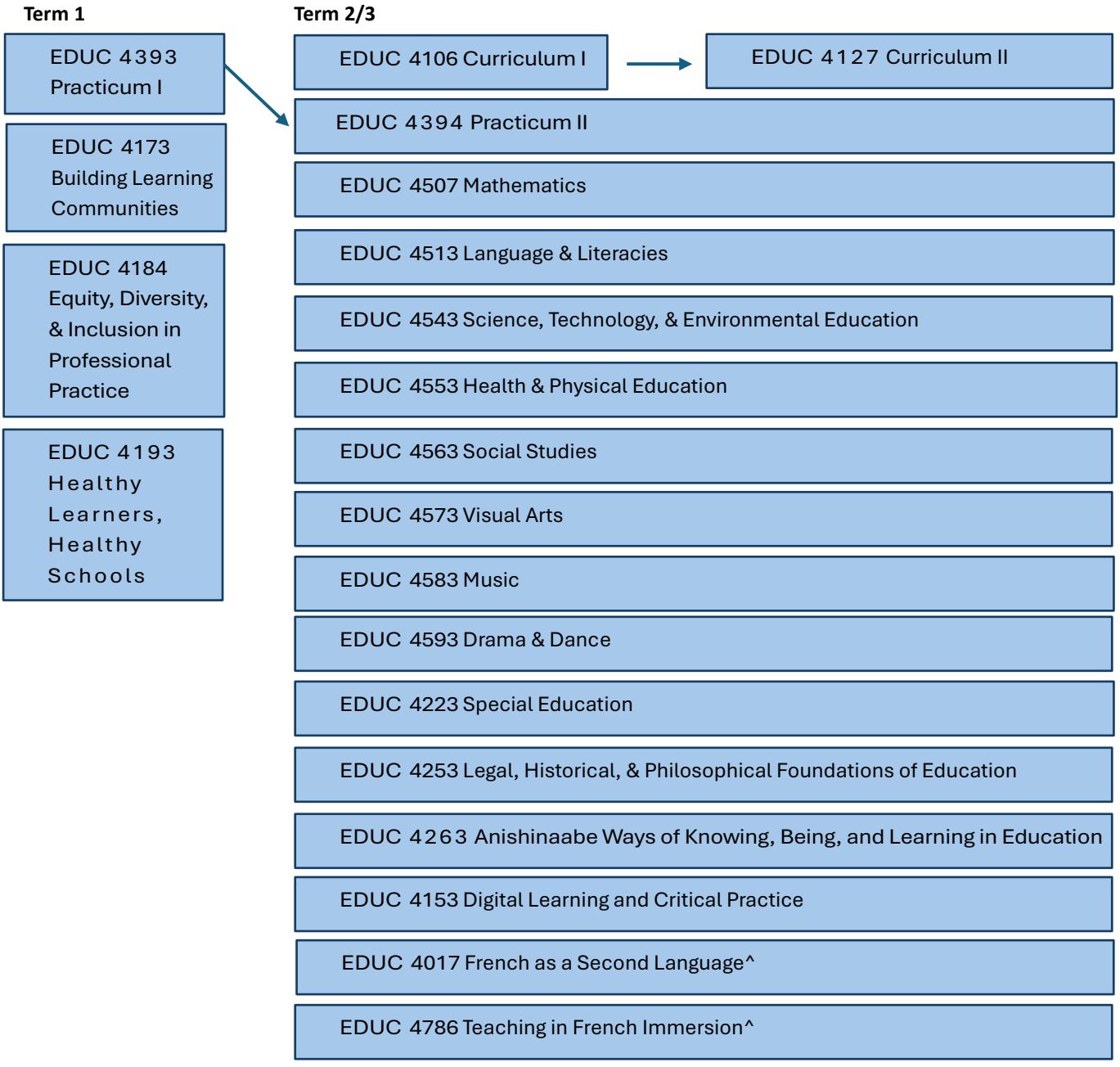
*****Taken simultaneously with EDUC 4393: Practicum I

^only required for those registered in the FSL for Primary-Junior program (this results in a **51-credit total** for these teacher-candidates.

Curriculum Map: Bachelor of Education (1 Year)

Course Sequencing (Providing students' pathways via prerequisites, corequisites and antirequisites).

Consecutive, Primary and Junior Divisions Courses (45 credits)



^ Only required for teacher-candidates in the French as a Second Language stream for the Primary and Junior Divisions.

Curriculum Map: Bachelor of Education (1 Year)

Program-Level Outcomes Progression Matrix

The following matrix documents students' learning progression within the program.

Note: Depending on the program, the number of progression levels and the terminology may be modified to align with the profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Consecutive, Primary and Junior Divisions

	TERM 1				TERMS 2 & 3														
Outcomes	EDUC4393	EDUC4173	EDUC4184	EDUC4193	EDUC4106	EDUC4127	EDUC4394	EDUC4507	EDUC4513	EDUC4543	EDUC4553	EDUC4563	EDUC4573	EDUC4583	EDUC4593	EDUC4253	EDUC4223	EDUC4263	EDUC4153
1	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BI		BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP			BIP	BIP
3	BI	BIP	BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP		BIP	BIP	BIP
4			BIP		BI	IP		BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
5	BI	BIP			BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP		BIP	BIP	BIP
6	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP		BIP	BIP	BIP
7	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
8	BI	BIP	BIP	BIP			IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP

Curriculum Map: Bachelor of Education (1 Year)

University-Level Outcome Progression Matrix

The following matrix documents students' learning progression within the program at Nipissing University.

Note: Dependent on the program, the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient)

Consecutive, Primary and Junior Divisions

	TERM 1				TERM 2 & 3															
Outcomes	EDUC4393	EDUC4173	EDUC4184	EDUC4193	EDUC4106	EDUC4127	EDUC4394	EDUC4507	EDUC4513	EDUC4543	EDUC4553	EDUC4563	EDUC4573	EDUC4583	EDUC4593	EDUC4253	EDUC4223	EDUC4263	EDUC4153
1	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
3	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
4	BI	BIP	BIP	BIP	BI	IP	IP		BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
5	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
6	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
7	BI	BIP	BIP	BIP			IP		BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
8	BI						IP					BIP				BIP		BIP	

Curriculum Map: Bachelor of Education (1 Year)

CONSECUTIVE PROGRAM FOR THE JUNIOR-INTERMEDIATE DIVISION

TERM 1: SPRING/SUMMER	TERM 2: FALL	TERM 3: WINTER
EDUC 4393: Practicum I (1 cr.)	**EDUC 4107:** Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and As sessment & Evaluation for the Junior and Intermediate Divisions (3 cr.)	**EDUC 4136:** Curriculum II: Curriculum Design, Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions (3 cr.)
EDUC 4174: Building Learning Communities for the Junior and Intermediate Divisions (2 cr.)*	**EDUC 4394:** Practicum II (5 cr.)	
EDUC 4184: Equity, Diversity, and Inclusion in Professional Practice (2 cr.)	**EDUC 4526:** Mathematics for the Junior and Intermediate Divisions (3 cr.)	
EDUC 4194: Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions (2 cr.)	**EDUC 4533**: Language and Literacy for the Junior and Intermediate Divisions (4 cr.)	
EDUC XXXX: Elective (2 cr.)	**EDUC 4544:** Science, Technology, & Environmental Learning for the Junior and Intermediate Divisions (2 cr.)	
	EDUC 4233: Special Education for the Junior and Intermediate Divisions (2 cr.)	
	EDUC 4253: Legal, Historical, and Philosophical Foundations of Education (2cr.)	
	EDUC 4594: Drama and Dance for the Junior and Intermediate Divisions (1 cr.)	
	EDUC 4584: Music for the Junior and Intermediate Divisions (2 cr.)	
	EDUC 4554: Health and Physical Education for the Junior and Intermediate Divisions (2 cr.)	
	EDUC 4564: Social Studies for the Junior and Intermediate Divisions (2 cr.)	
	EDUC 4574: Visual Arts for the Junior and Intermediate Divisions (2 cr.)	
	EDUC 4263: Anishinaabe Ways of Knowing, Being and Learning in Education (2 cr.)	
	EDUC 4153: Digital Learning & Critical Practice (1 cr.)	
	Teachable (Intermediate) (3 cr. x 1 = 3 cr.) EDUC 4007: Business Studies for the Intermediate Division EDUC 4016: English for the Intermediate Division EDUC 4017: French as a Second Language for the Primary, Junior, and Intermediate Division EDUC 4026: Geography for the Intermediate Division EDUC 4027: Health and Physical Education for the Intermediate Division	

	EDUC 4046: History for the Intermediate Division EDUC 4047: Mathematics for the Intermediate Division EDUC 4056: Instrumental Music for the Intermediate Division EDUC 4057: Visual Arts for the Intermediate Division EDUC 4066: First Nations, Métis, and Inuit Studies for the Intermediate Division EDUC 4067: Anishnaabemwin as a Second Language for the Intermediate Division EDUC 4076: Science for the Intermediate Division

TOTAL CREDITS: 48

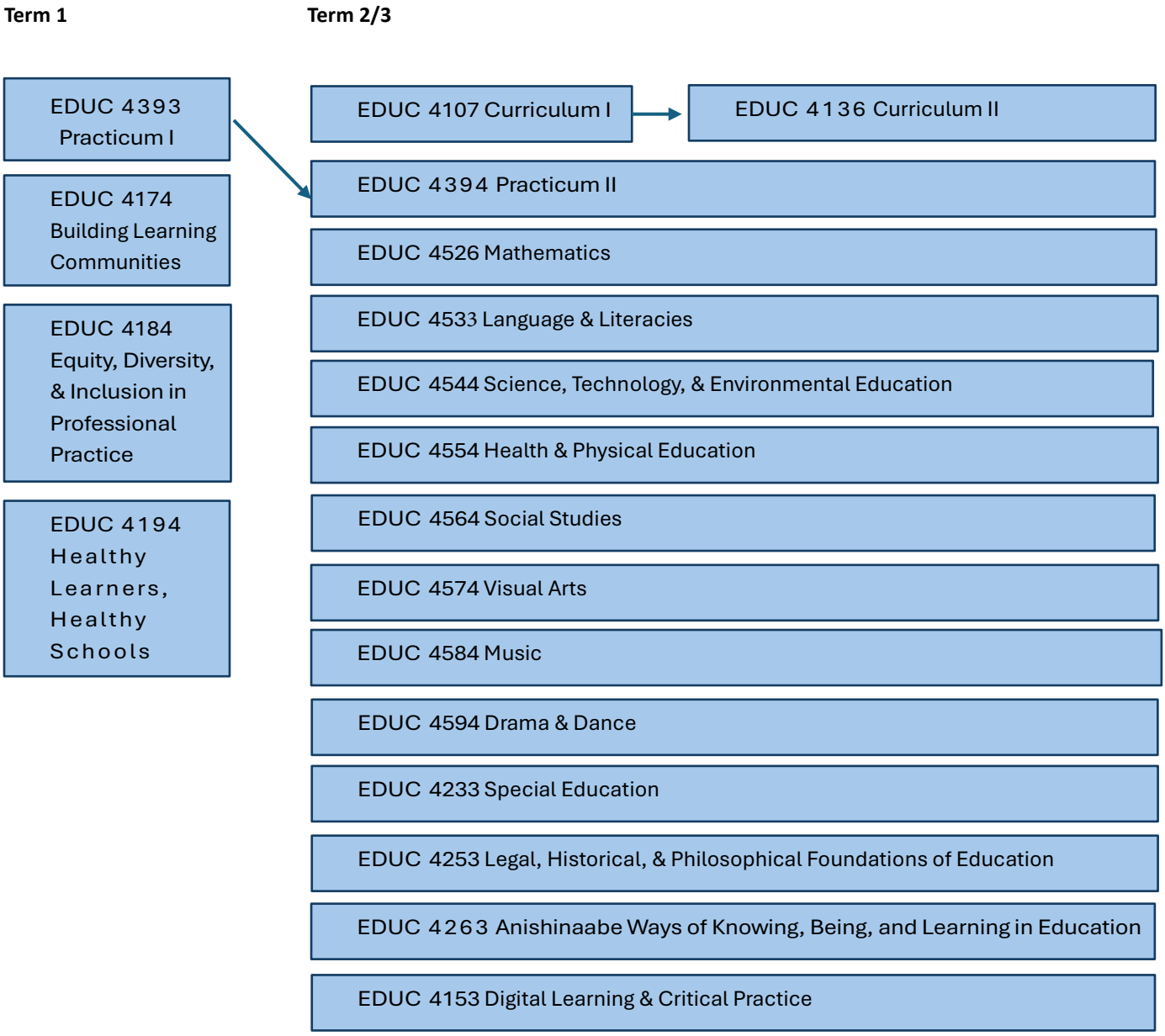
NOTE: Courses in merged Term 2 and Term 3 cells may be scheduled in either Term 2 or 3 or both as determined by the Dean's Office

*****Taken simultaneously with EDUC 4393: Practicum I

Curriculum Map: Bachelor of Education (1 Year)

Course Sequencing (Providing students' pathways via prerequisites, corequisites and antirequisites).

Consecutive, Junior and Intermediate Divisions Courses (48 credits)



Curriculum Map: Bachelor of Education (1 Year)

Program-Level Outcomes Progression Matrix

The following matrix documents students' learning progression within the program.

Note: Depending on the program, the number of progression levels and the terminology may be modified to align with the profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Consecutive, Junior and Intermediate Divisions

	TERM 1				TERMS 2 & 3														
Outcomes	EDUC4393	EDUC4174	EDUC4184	EDUC4194	EDUC4107	EDUC4136	EDUC4394	EDUC4526	EDUC4533	EDUC4544	EDUC4554	EDUC4564	EDUC4574	EDUC4584	EDUC4594	EDUC4253	EDUC4233	EDUC4263	EDUC4153
1	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BI		BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP			BIP	BIP
3	BI	BIP	BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP		BIP	BIP	BIP
4			BIP		BI	IP		BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
5	BI	BIP			BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP		BIP	BIP	BIP
6	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP		BIP	BIP	BIP
7	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
8	BI	BIP	BIP	BIP			IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP

Curriculum Map: Bachelor of Education (1 Year)

University-Level Outcome Progression Matrix

The following matrix documents students' learning progression within the program at Nipissing University.

Note: Dependent on the program, the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient)

Consecutive, Junior and Intermediate Divisions

	TERM 1				TERMS 2 & 3														
Outcomes	EDUC4393	EDUC4174	EDUC4184	EDUC4194	EDUC4107	EDUC4136	EDUC4394	EDUC4526	EDUC4533	EDUC4544	EDUC4554	EDUC4564	EDUC4574	EDUC4584	EDUC4594	EDUC4253	EDUC4233	EDUC4263	EDUC4153
1	BI	BIP	BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BI	BIP	BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
3	BI	BIP	BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
4	BI	BIP	BIP		BI	IP	IP		BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
5	BI	BIP	BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
6	BI	BIP	BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
7	BI	BIP	BIP				IP		BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
8	BI						IP					BIP				BIP		BIP	

Curriculum Map: Bachelor of Education (1 Year)

CONSECUTIVE PROGRAM FOR THE INTERMEDIATE-SENIOR DIVISION

TERM 1: SPRING/SUMMER	TERM 2: FALL	TERM 3: WINTER
EDUC 4393: Practicum I (1 cr.)	**EDUC 4126:** Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Intermediate and Senior Divisions (3 cr.)	**EDUC 4137:** Curriculum II: Curriculum Design, Inquiry, and Evidence-Informed Practice for the Intermediate and Senior Divisions (3 cr.)
EDUC 4183: Building Learning Communities for the Intermediate and Senior Divisions (2 cr.)*	**EDUC 4394:** Practicum II (5 cr.)	
EDUC 4184: Equity, Diversity, and Inclusion in Professional Practice (2 cr.)	**EDUC 4503:** Mathematics for Intermediate and Senior Divisions (2 cr.)	
EDUC 4213: Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions (2 cr.)	**EDUC 4514:** Language and Literacy for the Intermediate and Senior Divisions (2 cr.)	
EDUC XXXX: Elective (2 cr.)	**EDUC 4253**: Legal, Historical, and Philosophical Foundations of Education (2 cr.)	
	EDUC 4143: Teaching Across the Curriculum (2 cr.)	
	EDUC 4243: Special Education for the Intermediate and Senior Divisions (2 cr.)	
	EDUC 4263: Anishinaabe Ways of Knowing, Being and Learning in Education (2 cr.)	
	EDUC 4153: Digital Learning and Critical Practice (1 cr.)	
	Teachable I (Intermediate) (3 cr. x 2 = 6cr.) EDUC 4006: Civics and Politics for the Intermediate Division** EDUC 4007: Business Studies for the Intermediate Division EDUC 4016: English for the Intermediate Division EDUC 4017: French as a Second Language for the Primary, Junior, and Intermediate Division EDUC 4026: Geography for the Intermediate Division EDUC 4027: Health and Physical Education for the Intermediate Division EDUC 4046: History for the Intermediate Division EDUC 4047: Mathematics for the Intermediate Division EDUC 4056: Instrumental Music for the Intermediate Division EDUC 4057: Visual Arts for the Intermediate Division EDUC 4066: First Nations, Métis, and Inuit Studies for the Intermediate Division EDUC 4076: Science for the Intermediate Division EDUC 4077: Environmental and Climate Education for Intermediate Division***	
	Teachable II (Senior) (3 cr. x 2 = 6cr.)	

	EDUC 4606: Social Sciences for the Senior Division EDUC 4607: Business Studies for the Senior Division EDUC 4616: English for the Senior Division EDUC 4617: French as a Second Language for the Senior Division EDUC 4626: Geography for the Senior Division EDUC 4627: Health and Physical Education for the Senior Division EDUC 4646: History for the Senior Division EDUC 4647: Mathematics for the Senior Division EDUC 4656: Instrumental Music for the Senior Division EDUC 4657: Visual Arts for the Senior Division EDUC 4666: First Nations, Métis and Inuit Studies for the Senior Division EDUC 4667: Biology for the Senior Division EDUC 4676: Chemistry for the Senior Division EDUC 4677: Physics for the Senior Division

TOTAL CREDITS: 45

NOTE: Courses in merged Term 2 and Term 3 cells may be scheduled in either Term 2 or 3 or both as determined by the Dean's Office

*****Taken simultaneously with EDUC 4393: Practicum I

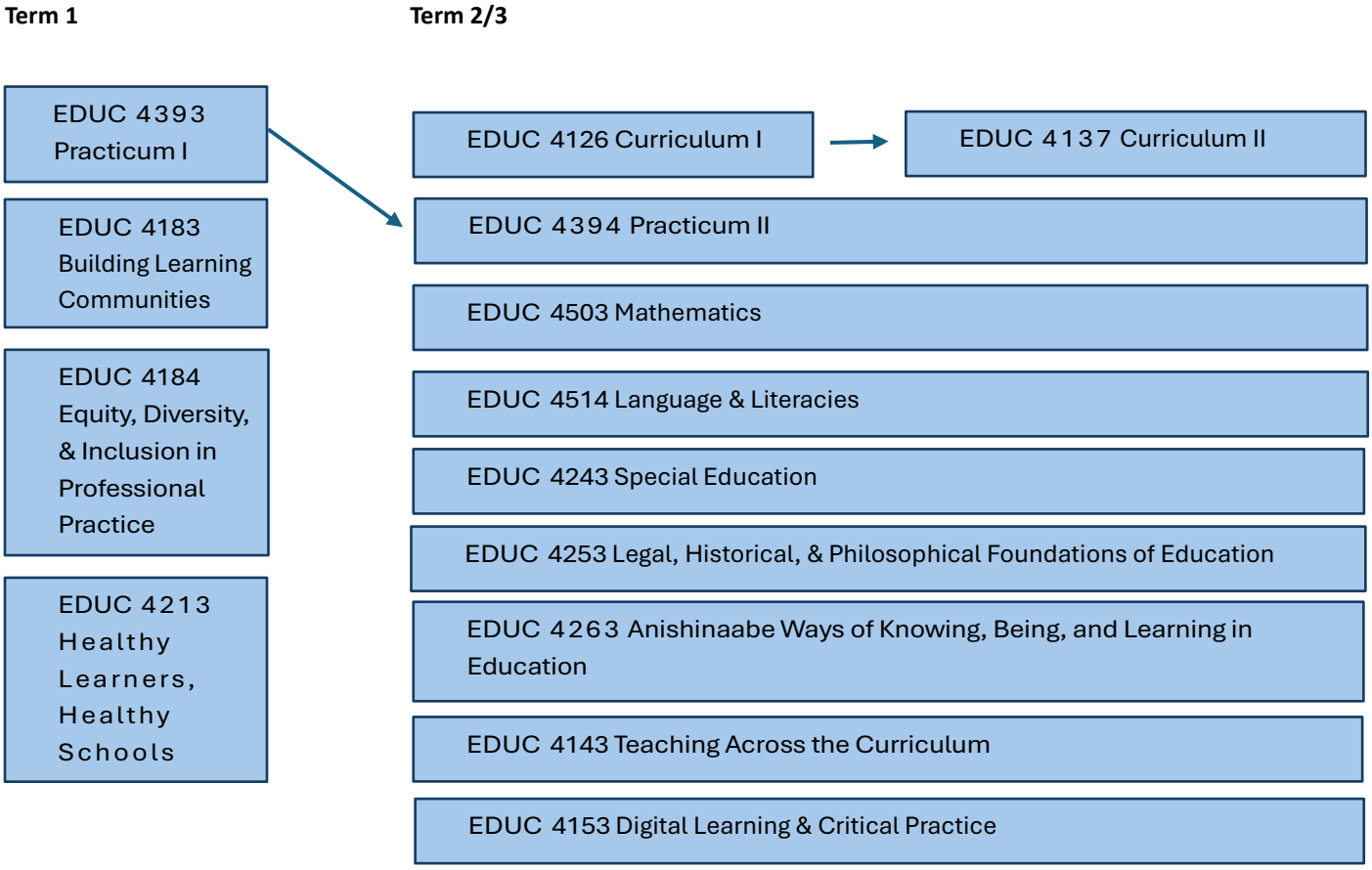
**Not offered as a teachable subject to intermediate students in the J-I Division. Only offered to senior students taking it in combination with EDUC 4606 Social Sciences at the Senior Division.

***Not offered as a teachable subject to intermediate students in the J-I Division. Only offered to senior students who have two science teachables (Biology/Chemistry, Chemistry/Physics, Biology/Physics) at the senior level.

Curriculum Map: Bachelor of Education (1 Year)

Course Sequencing (Providing students' pathways via prerequisites, corequisites and antirequisites).

Consecutive, Intermediate and Senior Divisions Courses (45 credits)



Curriculum Map: Bachelor of Education (1 Year)

Program-Level Outcomes Progression Matrix

The following matrix documents students' learning progression within the program.

Note: Depending on the program, the number of progression levels and the terminology may be modified to align with the profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Consecutive, Intermediate and Senior Divisions

	TERM 1				TERMS 2 & 3									
Outcomes	EDUC4393	EDUC4184	EDUC4183	EDUC4213	EDUC4126	EDUC4137	EDUC4394	EDUC4503	EDUC4514	EDUC4253	EDUC4143	EDUC4243	EDUC4263	EDUC4153
1	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BI	BIP		BIP	BI	IP	IP	BIP	BIP		BIP		BIP	BIP
3	BI	BIP	BIP		BI	IP	IP	BIP	BIP		BIP	BIP	BIP	BIP
4		BIP			BI	IP		BIP	BIP	BIP		BIP	BIP	BIP
5	BI		BIP		BI	IP	IP	BIP	BIP		BIP	BIP	BIP	BIP
6	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP		BIP	BIP	BIP	BIP
7	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
8	BI	BIP	BIP	BIP			IP	BIP	BIP	BIP		BIP	BIP	BIP

Curriculum Map: Bachelor of Education (1 Year)

University-Level Outcome Progression Matrix

The following matrix documents students' learning progression within the program at Nipissing University.

Note: Dependent on the program, the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient)

Consecutive, Intermediate and Senior Divisions

	TERM 1				TERMS 2 & 3									
Outcomes	EDUC4393	EDUC4184	EDUC4183	EDUC4213	EDUC4126	EDUC4137	EDUC4394	EDUC4503	EDUC4514	EDUC4253	EDUC4143	EDUC4243	EDUC4263	EDUC4153
1	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
3	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
4	BI	BIP	BIP	BIP	BI	IP	IP		BIP	BIP	BIP	BIP	BIP	BIP
5	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
6	BI	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
7	BI	BIP	BIP	BIP			IP		BIP	BIP	BIP	BIP	BIP	BIP
8	BI						IP			BIP			BIP	

Curriculum Map: Bachelor of Education (1 Year)

CONCURRENT PROGRAM FOR THE PRIMARY-JUNIOR DIVISION

SUGGESTED YEAR OF UNDERGRAD	TERM1: UNDER-GRADUATE YEARS	YEAR 5, TERM 2: FALL PROFESSIONAL YEAR	YEAR 5, TERM 3: WINTER PROFESSIONAL YEAR
1	**EDUC 4184:** Equity, Diversity, and Inclusion in Professional Practice (2cr.)	**EDUC 4106:** Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Primary and Junior Divisions (3 cr.)	**EDUC 4127**: Curriculum II: Curriculum Design, Teacher Inquiry, and Evidence-Informed Practice for the Primary and Junior Divisions (3 cr.)
2	**EDUC 4263:** Anishinaabe Ways of Knowing, Being, and Learning (2 cr.)	**EDUC 4394**: Practicum II (5 cr.)	
2	EDUC XXXX: Elective (2 cr.)	**EDUC 4507:** Mathematics for the Primary and Junior Divisions (3 cr.)	
3	**EDUC 4393**: Practicum I (1 cr.)	**EDUC 4513:** Language and Literacy for the Primary and Junior Divisions (4 cr.)	
3	**EDUC 4173:** Building Learning Communities for the Primary and Junior Divisions (2 cr.)*	**EDUC 4543:** Science, Technology, & Environmental Education for the Primary and Junior Divisions (2 cr.)	
3	**EDUC 4253:** Legal, Historical, & Philosophical Foundations of Education (2 cr.)	**EDUC 4593:** Drama and Dance for the Primary and Junior Divisions (1 cr.)	
4	**EDUC 4193**: Healthy Learners, Healthy Schools for the Primary and Junior Divisions (2cr.)	**EDUC 4563:** Social Studies for the Primary and Junior Divisions (2 cr.)	
4	**EDUC 4223:** Special Education for the Primary and Junior	**EDUC 4573**: Visual Arts for the Primary and Junior Divisions (2 cr.)	

	Divisions (2 cr.)	
		EDUC 4583: Music for the Primary and Junior Divisions (2 cr.)
		EDUC 4553: Health and Physical Education for the Primary and Junior Divisions (2 cr.)
		EDUC 4153: Digital Learning & Critical Practice (1 cr.)
		EDUC 4017: French as a Second Language for the Primary, Junior, and Intermediate Divisions (3 cr.) ^
		EDUC 4786: Teaching in French Immersion (3 cr.) ^

TOTAL CREDITS: 45

NOTE: Courses in merged Term 2 and Term 3 cells may be scheduled in either Term 2 or 3 or both as determined by the Dean's Office

NOTE II: Teacher-candidates in the Concurrent Program will merge with the Consecutive Program in Term 2: Fall, having graduated from their Nipissing University undergrad program and completed 15 credits of Term 1 courses during Spring/Summer of Years 1-4.

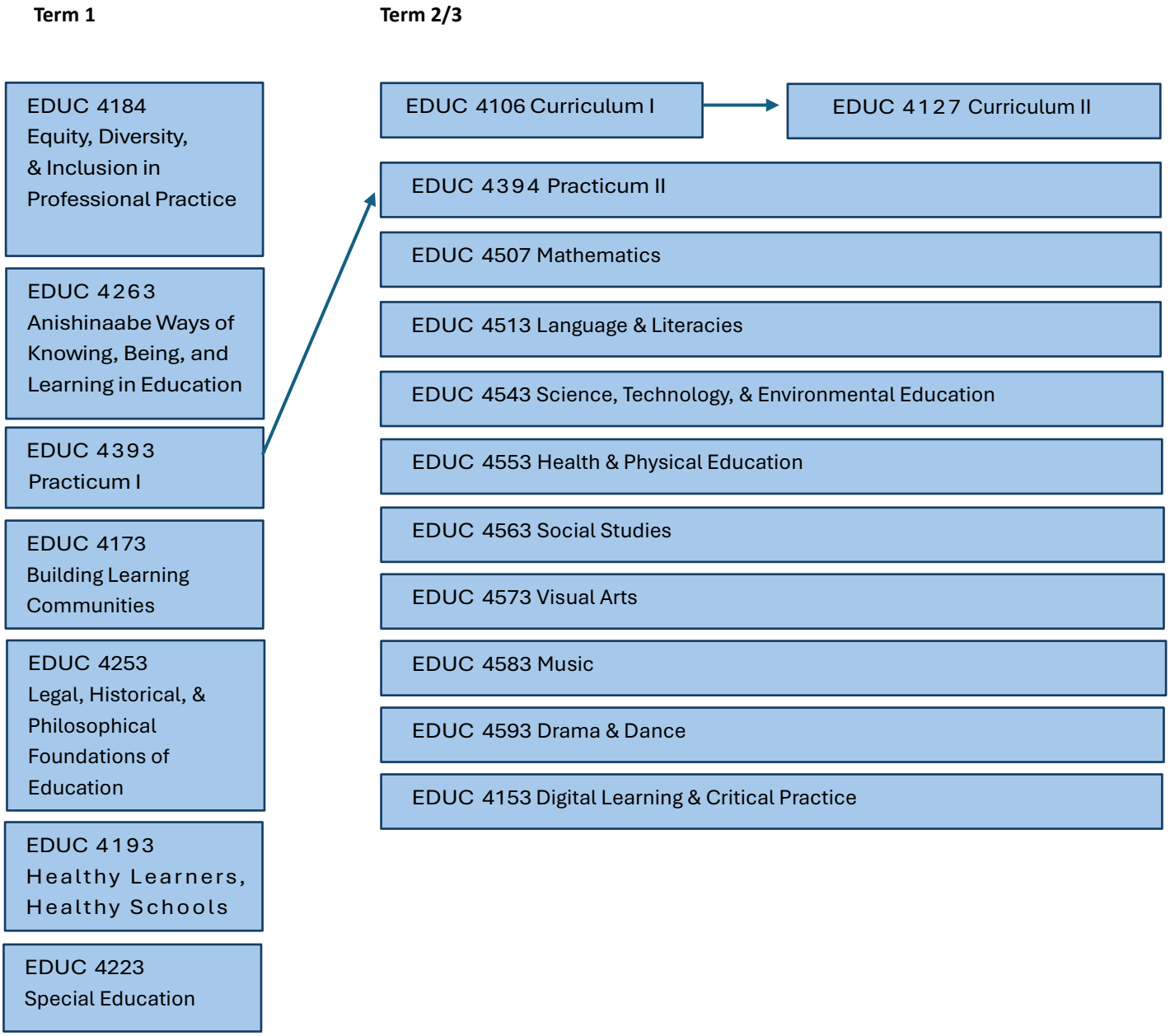
***taken simultaneously with EDUC 4393: Practicum I

^only required for those registered in the FSL stream for Primary-Junior Division (this results in a **51-credit total** for these teacher-candidates)

Curriculum Map: Bachelor of Education (1 Year)

Course Sequencing (Providing students' pathways via prerequisites, corequisites and antirequisites).

Concurrent, Primary and Junior Divisions Courses (45 credits)



Curriculum Map: Bachelor of Education (1 Year)

Program-Level Outcomes Progression Matrix

The following matrix documents students' learning progression within the program.

Note: Depending on the program, the number of progression levels and the terminology may be modified to align with the profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Concurrent, Primary and Junior Divisions

	UNDERGRADUATE YEARS 1 to 4							PROFESSIONAL YEAR											
Outcomes	EDUC4184	EDUC4263	EDUC4393	EDUC4173	EDUC4253	EDUC4193	EDUC4223	EDUC4106	EDUC4127	EDUC4394	EDUC4153	EDUC4507	EDUC4513	EDUC4543	EDUC4553	EDUC4563	EDUC4573	EDUC4583	EDUC4593
1	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BIP	BIP	BI			BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
3	BIP	BIP	BI	BIP			BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
4	BIP	BIP			BIP		BIP	BI	IP		BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
5		BIP	BI	BIP			BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
6	BIP	BIP	BI	BIP		BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
7	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
8	BIP	BIP	BI	BIP	BIP	BIP	BIP			IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP

Curriculum Map: Bachelor of Education (1 Year)

University-Level Outcome Progression Matrix

The following matrix documents students' learning progression within the program at Nipissing University.

Note: Dependent on the program, the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient)

Concurrent, Primary and Junior Divisions

	UNDERGRADUATE YEARS 1 to 4							PROFESSIONAL YEAR YEAR 1											
Outcomes	EDUC4184	EDUC4263	EDUC4393	EDUC4173	EDUC4253	EDUC4193	EDUC4223	EDUC4106	EDUC4127	EDUC4394	EDUC4153	EDUC4507	EDUC4513	EDUC4543	EDUC4553	EDUC4563	EDUC4573	EDUC4583	EDUC4593
1	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP			BIP			
2	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP			BIP			
3	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP			BIP			
4	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP		BIP			BIP			
5	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP			BIP			
6	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP			BIP			
7	BIP	BIP	BI	BIP	BIP	BIP	BIP			IP	BIP		BIP			BIP			
8		BIP	BI		BIP					IP						BIP			

Curriculum Map: Bachelor of Education (1 Year)

CONCURRENT PROGRAM FOR THE JUNIOR-INTERMEDIATE DIVISION

SUGGESTED YEARS OF UNDERGRAD	TERM 1: UNDER-GRADUATE YEARS	YEAR 5, TERM 2: FALL PROFESSIONAL YEAR	YEAR 5, TERM 3: WINTER PROFESSIONAL YEAR
1	**EDUC 4184:** Equity, Diversity, and Inclusion in Professional Practice (2cr.)	**EDUC 4107:** Curriculum I: Introduction to Curriculum Planning, Instructional Strategies, and Assessment & Evaluation for the Junior and Intermediate Divisions (3 cr.)	**EDUC 4136:** Curriculum II: Curriculum Design, Inquiry, and Evidence-Informed Practice for the Junior and Intermediate Divisions (3 cr.)
2	**EDUC 4263:** Anishinaabe Ways of Knowing, Being, and Learning (2 cr.)	**EDUC 4394:** Practicum II (5 cr.)	
2	EDUC XXXX: Elective (2 cr.)	**EDUC 4526:** Mathematics for the Junior and Intermediate Divisions (3 cr.)	
3	**EDUC 4393**: Practicum I (1 cr.)	**EDUC 4533**: Language and Literacy for the Junior and Intermediate Divisions (4 cr.)	
3	**EDUC 4174:** Building Learning Communities for the Junior and Intermediate Divisions (2 cr.)*	**EDUC 4544:** Science, Technology, & Environmental Education for the Junior and Intermediate Divisions (2 cr.)	
3	**EDUC 4253:** Legal, Historical, & Philosophical Foundations of Education (2 cr.)	**EDUC 4594**: Drama and Dance for the Junior and Intermediate Divisions (1 cr.)	
4	**EDUC 4194**: Healthy Learners, Healthy Schools for the Junior and Intermediate Divisions (2cr.)	**EDUC 4554:** Health and Physical Education for the Junior and Intermediate Divisions (2 cr.)	
4	**EDUC 4233:** Special Education for the Junior and Intermediate Divisions (2 cr.)	**EDUC 4564:** Social Studies for the Junior and Intermediate Divisions (2 cr.)	
		EDUC 4574: Visual Arts for the Junior and Intermediate Divisions (2 cr.)	
		EDUC 4153: Digital Learning & Critical Practice (1 cr.)	
		Teachable (Intermediate) (3 cr. x 1 = 3 cr.)	

		EDUC 4007: Business Studies for the Intermediate Division EDUC 4016: English for the Intermediate Division EDUC 4017: French as a Second Language for the Primary, Junior, and Intermediate Division EDUC 4026: Geography for the Intermediate Division EDUC 4027: Health and Physical Education for the Intermediate Division EDUC 4046: History for the Intermediate Division EDUC 4047: Mathematics for the Intermediate Division EDUC 4056: Instrumental Music for the Intermediate Division EDUC 4057: Visual Arts for the Intermediate Division EDUC 4066: First Nations, Métis, and Inuit Studies for the Intermediate Division EDUC 4067: Anishnaabemwin as a Second Language for the Intermediate Division EDUC 4076: Science for the Intermediate Division

TOTAL CREDITS: 48

NOTE I: Courses in merged Term 2 and Term 3 cells may be scheduled in either Term 2 or 3 or both as determined by the Dean's Office

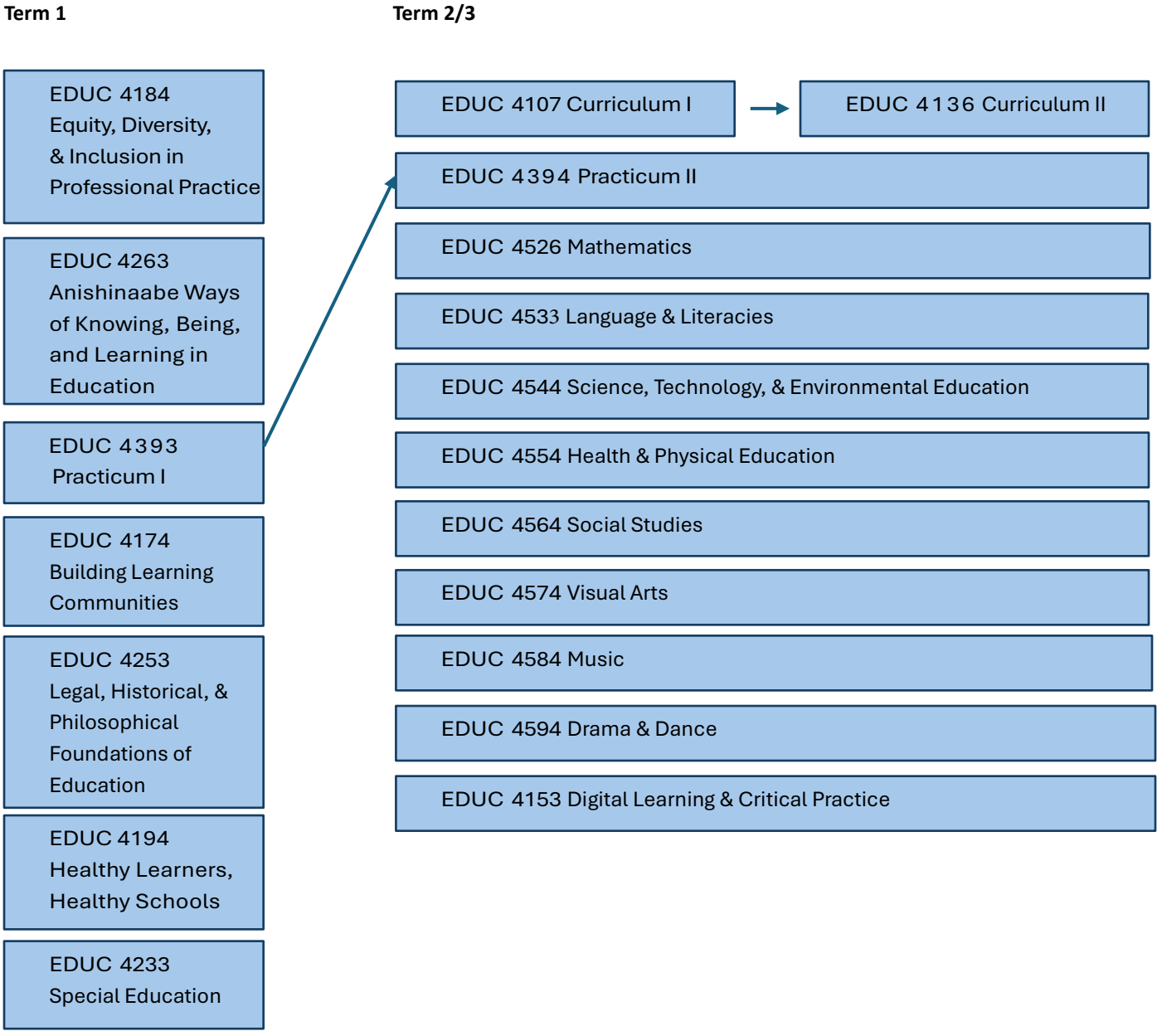
NOTE II: Teacher-candidates in the Concurrent Program will merge with the Consecutive Program in Term 2: Fall, having graduated from their Nipissing University undergrad program and completed 15 credits of Term 1 courses during Spring/Summer of Years 1-4.

*****taken simultaneously with EDUC 4393: Practicum I

Curriculum Map: Bachelor of Education (1 Year)

Course Sequencing (Providing students' pathways via prerequisites, corequisites and antirequisites).

Concurrent, Junior and Intermediate Divisions Courses (48 credits)



Curriculum Map: Bachelor of Education (1 Year)

Program-Level Outcomes Progression Matrix

The following matrix documents students' learning progression within the program.

Note: Depending on the program, the number of progression levels and the terminology may be modified to align with the profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Concurrent, Junior and Intermediate Divisions

	UNDERGRADUATE YEARS 1 to 4							PROFESSIONAL YEAR YEAR 1											
Outcomes	EDUC4184	EDUC4263	EDUC4393	EDUC4174	EDUC4253	EDUC4194	EDUC4233	EDUC4107	EDUC4136	EDUC4394	EDUC4153	EDUC4526	EDUC4533	EDUC4544	EDUC4554	EDUC4564	EDUC4574	EDUC4584	EDUC4594
1	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BIP	BIP	BI			BIP		BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
3	BIP	BIP	BI	BIP			BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
4	BIP	BIP			BIP		BIP	BI	IP		BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
5		BIP	BI	BIP			BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
6	BIP	BIP	BI	BIP		BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
7	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
8	BIP	BIP	BI	BIP	BIP	BIP	BIP			IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP

Curriculum Map: Bachelor of Education (1 Year)

University-Level Outcome Progression Matrix

The following matrix documents students' learning progression within the program at Nipissing University.

Note: Dependent on the program, the number of levels of progression and the terminology may be modified to align with that profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient)

Concurrent, Junior and Intermediate Divisions

	UNDERGRADUATE YEARS 1 to 4							PROFESSIONAL YEAR YEAR 1											
Outcomes	EDUC4184	EDUC4263	EDUC4393	EDUC4174	EDUC4253	EDUC4194	EDUC4233	EDUC4107	EDUC4136	EDUC4394	EDUC4153	EDUC4526	EDUC4533	EDUC4544	EDUC4554	EDUC4564	EDUC4574	EDUC4584	EDUC4594
1	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
2	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
3	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
4	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP		BIP	BIP	BIP	BIP	BIP	BIP	BIP
5	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
6	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP	BIP
7	BIP	BIP	BI	BIP	BIP	BIP	BIP			IP	BIP		BIP	BIP	BIP	BIP	BIP	BIP	BIP
8		BIP	BI		BIP					IP						BIP			

Curriculum Map: Bachelor of Education (1 Year)

CONCURRENT PROGRAM FOR THE INTERMEDIATE-SENIOR DIVISION

SUGGESTED YEAR OF UNDERGRAD	TERM 1: UNDERGRADUATE YEARS	YEAR 5, TERM 2: FALL PROFESSIONAL YEAR	YEAR 5, TERM 3: WINTER PROFESSIONAL YEAR
1	**EDUC 4184:** Equity, Diversity, and Inclusion in Professional Practice (2cr.)	**EDUC 4126:** Curriculum I: Instructional Planning, Strategies, and Assessment for the Intermediate and Senior Divisions (3 cr.)	**EDUC 4137:** Curriculum II: Curriculum Planning, Inquiry, & Evidence-Informed Practice for the Intermediate and Senior Divisions (3 cr.)
2	**EDUC 4263:** Anishinaabe Ways of Knowing, Being, and Learning (2 cr.)	**EDUC 4394:** Practicum II (5 cr.)	
2	EDUC XXXX: Elective (2 cr.)	**EDUC 4503:** Mathematics for Intermediate and Senior Divisions (2 cr.)	
3	**EDUC 4393:** Practicum I (1 cr.)	**EDUC 4514:** Language and Literacy for the Intermediate and Senior Divisions (2 cr.)	
3	**EDUC 4183:** Building Learning Communities for the Intermediate and Senior Divisions (2 cr.)*	**EDUC 4153:** Digital Learning & Critical Practice (1 cr.)	
3	**EDUC 4253:** Legal, Historical, & Philosophical Foundations of Education (2 cr.)	**EDUC 4143:** Teaching Across the Curriculum (2 cr.)	
4	**EDUC 4213:** Healthy Learners, Healthy Schools for the Intermediate and Senior Divisions (2cr.)	Teachable I (Intermediate) (3 cr. x 2 = 6cr.) EDUC 4006: Civics and Politics for the Intermediate Division** EDUC 4007: Business Studies for the Intermediate Division EDUC 4016: English for the Intermediate Division EDUC 4017: French as a Second Language for the Primary, Junior, and Intermediate Division EDUC 4026: Geography for the Intermediate Division EDUC 4027: Health and Physical Education for the Intermediate Division EDUC 4046: History for the Intermediate Division EDUC 4047: Mathematics for the Intermediate Division EDUC 4056: Instrumental Music for the Intermediate Division EDUC 4057: Visual Arts for the Intermediate Division EDUC 4066: First Nations, Métis, and Inuit Studies for the Intermediate Division EDUC 4076: Science for the Intermediate Division EDUC 4077: Environmental and Climate Education for Intermediate Division***	

Curriculum Map: Bachelor of Education (1 Year)

4	**EDUC 4243:** Special Education for the Intermediate and Senior Divisions (2 cr.)	Teachable II (Senior) (3 cr. x 2 = 6cr.) EDUC 4606: Social Sciences for the Senior Division EDUC 4607: Business Studies for the Senior Division EDUC 4616: English for the Senior Division EDUC 4617: French as a Second Language for the Senior Division EDUC 4626: Geography for the Senior Division EDUC 4627: Health and Physical Education for the Senior Division EDUC 4646: History for the Senior Division EDUC 4647: Mathematics for the Senior Division EDUC 4656: Instrumental Music for the Senior Division EDUC 4657: Visual Arts for the Senior Division EDUC 4666: First Nations, Métis and Inuit Studies for the Senior Division EDUC 4667: Biology for the Senior Division EDUC 4676: Chemistry for the Senior Division EDUC 4677: Physics for the Senior Division

TOTAL CREDITS: 45

NOTE: Courses in merged Term 2 and Term 3 cells may be scheduled in either Term 2 or 3 or both as determined by the Dean's Office

NOTE II: Teacher-candidates in the Concurrent Program will merge with Consecutive Program in Term 2: Fall having graduated from their Nipissing University undergrad program and completed 15 credits of Term 1 courses during Spring/Summer of Years 1-4.

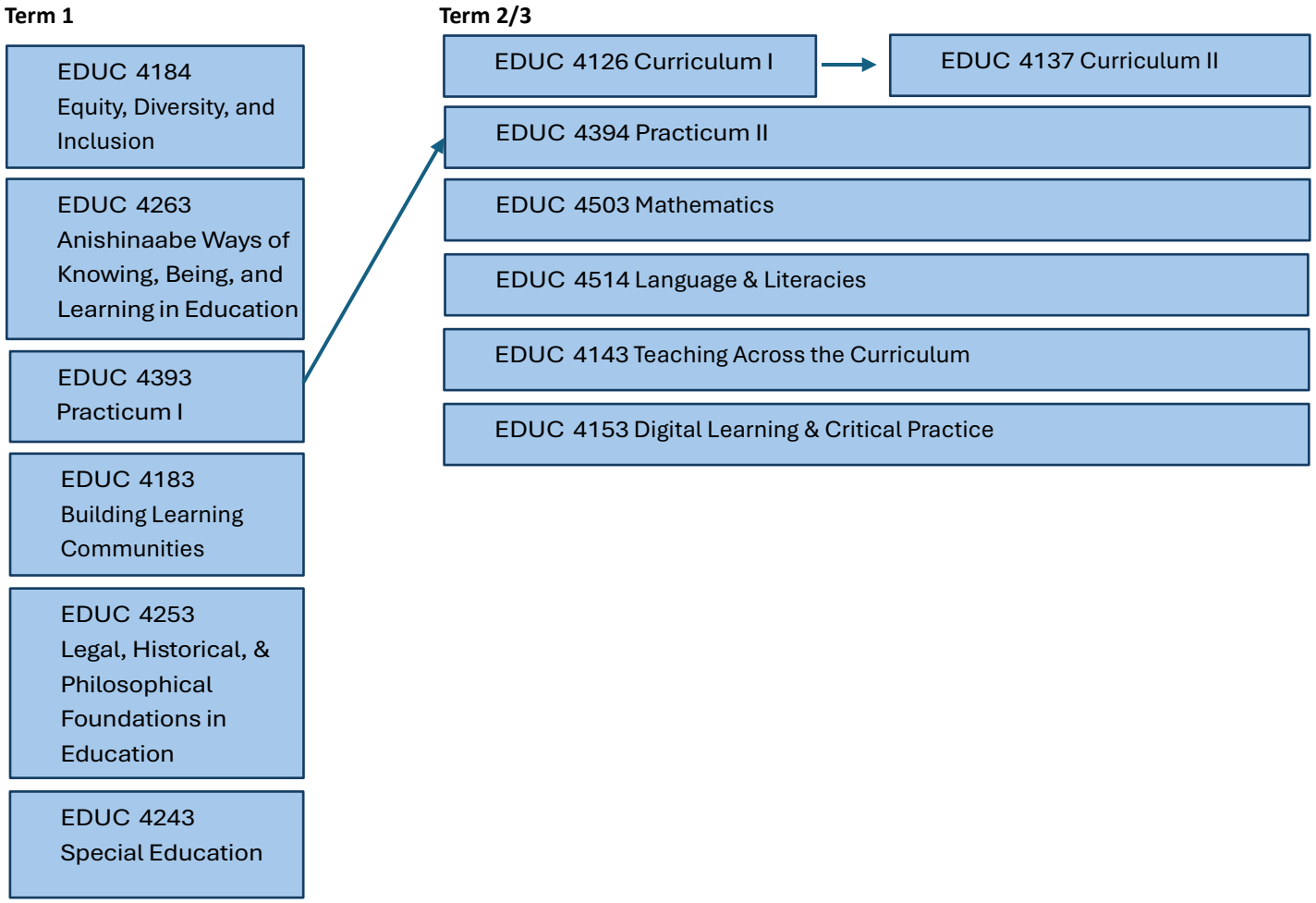
*****taken simultaneously with EDUC 4393: Practicum I
**Not offered as a teachable subject to intermediate students in the J-I Division. Only offered to senior students taking it in combination with EDUC 4606 Social Sciences at the Senior Division.

***Not offered as a teachable subject to intermediate students in the J-I Division. Only offered to senior students who have two science teachables (Biology/Chemistry, Chemistry/Physics, Biology/Physics) at the senior level.

Curriculum Map: Bachelor of Education (1 Year)

Course Sequencing (Providing students' pathways via prerequisites, corequisites and antirequisites).

Concurrent, Intermediate and Senior Divisions Courses (45 credits)



Curriculum Map: Bachelor of Education (1 Year)

Program-Level Outcomes Progression Matrix

The following matrix documents students' learning progression within the program.

Note: Depending on the program, the number of progression levels and the terminology may be modified to align with the profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Concurrent, Intermediate and Senior Divisions

	UNDERGRADUATE YEARS 1 to 4							PROFESSIONAL YEAR YEAR 1						
Outcomes	EDUC4184	EDUC4263	EDUC4393	EDUC4183	EDUC4253	EDUC4213	EDUC4243	EDUC4126	EDUC4137	EDUC4394	EDUC4153	EDUC4503	EDUC4514	EDUC4143
1	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP
2	BIP	BIP	BI			BIP		BI	IP	IP	BIP	BIP	BIP	BIP
3	BIP	BIP	BI	BIP			BIP	BI	IP	IP	BIP	BIP	BIP	BIP
4	BIP	BIP			BIP		BIP	BI	IP		BIP	BIP	BIP	
5		BIP	BI	BIP			BIP	BI	IP	IP	BIP	BIP	BIP	BIP
6	BIP	BIP	BI	BIP		BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP
7	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP
8	BIP	BIP	BI	BIP	BIP	BIP	BIP			IP	BIP	BIP	BIP	

Curriculum Map: Bachelor of Education (1 Year)

University-Level Outcomes Progression Matrix

The following matrix documents students' learning progression within the program at Nipissing University.

Note: Depending on the program, the number of progression levels and the terminology may be modified to align with the profession. A minimum number of 3 progressions must be documented (e.g., B for Beginner, I for Intermediate, and P for Proficient).

Concurrent, Intermediate and Senior Divisions

	UNDERGRADUATE YEARS 1 to 4							PROFESSIONAL YEAR YEAR 1						
Outcomes	EDUC4184	EDUC4263	EDUC4393	EDUC4183	EDUC4253	EDUC4213	EDUC4243	EDUC4126	EDUC4137	EDUC4394	EDUC4153	EDUC4503	EDUC4514	EDUC4143
1	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP
2	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP
3	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP
4	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP		BIP	BIP
5	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP
6	BIP	BIP	BI	BIP	BIP	BIP	BIP	BI	IP	IP	BIP	BIP	BIP	BIP
7		BIP	BI	BIP	BIP	BIP	BIP			IP	BIP		BIP	BIP
8		BIP	BI		BIP					IP				

Report of the

ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE

Academic Year 2025-2026

November 6, 2026

The second meeting of the Academic Quality Assurance and Planning Committee of 2026-2027 was held on Friday, November 6, 2026, in person and via Teams conference.

COMMITTEE MEMBERS:

Graydon Raymer (Chair)	Nancy Black	Greg Rickwood
Nathan Colborne	Andrew Weeks	Heather Daoust
Dan Walters	Haibin Zhu	Logan Lloyd
Debra Iafrate	Steve Hansen	Dakota Lamirande

Regrets: Aziz Douai, Barbi Law

Resource Support (non-voting): Patty Chabbert, Beth Holden, Trevor Holmes, Amber McCarthy

Recording Secretary: S. Landriault

The meeting was called to order at 1:00 pm. The Chair opened with a Land Acknowledgement recognizing Nipissing First Nation Traditional Territory and the Anishinabek Nation.

Business Arising from the Minutes

The MES Environmental Studies/MESc Environmental Science Programs AQAPC Self-Study Quality Assurance Framework Compliance Checklist was reviewed and approved by AQAPC members by electronic vote on September 28, 2026, and the Self-Study was forwarded to the external reviewers. The Manager of Quality Assurance and Program Innovation advised that the site visit will take place November 16 & 17.

MSc Mathematics Program AQAPC Self-Study Quality Assurance Framework Compliance Checklist

The MSc Mathematics Program AQAPC Self-Study Quality Assurance Framework Compliance Checklist was reviewed and approved. The Self-Study will be forwarded to the external reviewers.

Motion 1: Moved by N. Black, seconded by L. Lloyd that the AQAPC approve the MSc Mathematics Program AQAPC Self-Study Quality Assurance Framework Compliance Checklist. CARRIED

Recommendation for Suspension of Admission to the Honours Specialization, Specialization, and Major in Philosophy (BA), Faculty of Arts and Science

The Dean of Arts and Science presented the recommendation to suspend admissions to the Philosophy program, emphasizing that the proposal formed part of a transparent and consultative process involving the program, Faculty Council, Senate, and the Provost. Members received a comprehensive package of materials, including the proposal to suspend admissions to the Philosophy program and the response from the program faculty member, an extract from the May 29, 2026, A&S Faculty Council meeting minutes, a letter from members of A&S Faculty Council to Senate, supporting enrolment and sector data, the Dean's response and recommendation to the Provost and the Provost's response.

Discussion focused on AQAPC's role in the process. A faculty representative questioned the value of committee deliberation given that the authority to recommend and approve suspension rests with the Dean and the Provost. In response, the Dean and Chair explained that AQAPC's role is to review whether appropriate consultation and process requirements have been followed and to provide advice that may inform the Provost's final decision. Any rationale arising from AQAPC's deliberations, whether supportive or opposed, would be communicated to the Provost and considered as part of the final decision-making process.

Members also discussed broader concerns regarding the future of the humanities and the importance of Philosophy in developing critical thinking skills. It was suggested that a suspension of admissions could provide an opportunity to reimagine and revitalize the program. Questions were raised regarding the continuation of the Philosophy minor during the suspension period and the prospects for redeveloping the program. The Registrar confirmed that students would continue to be able to declare a minor in Philosophy, and the Dean indicated that any future proposal to relaunch the program would need to demonstrate long-term sustainability and meaningful contributions to student learning and enrolment goals.

Motion 2: Moved by N. Colborne, seconded by H. Zhu that the AQAPC recommend to the Provost suspension of admission to the Honours Specialization, Specialization, and Major in Philosophy (BA), Faculty of Arts and Science.
CARRIED (3 opposed)

Election of an AQAPC Vice-Chair

The Chair requested nominations for a faculty Senator to serve as Vice-Chair of the AQAPC. As no nominations were received, the election was deferred to the next meeting.

Members discussed the Senate By-laws requirement that the Vice-Chair be a tenured or tenure-track faculty Senator. It was noted that AQAPC currently has vacant positions for two A&S Senators and two EPS Senators. Concerns were raised regarding existing vacancies among faculty Senator positions and the significant committee and departmental leadership responsibilities already carried by many faculty members. It was suggested that the By-laws and Elections Committee review the current eligibility requirement.

The Recording Secretary advised that the University is currently undertaking a Governance Review and confirmed that the matter would be referred to the By-laws and Elections Committee for consideration.

Respectfully submitted,

Dr. Graydon Raymer
Acting Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated November 6, 2026.

Motion 2: That Senate receive the proposal for the suspension of admission to the Honours Specialization, Specialization, and Major in Philosophy (BA), Faculty of Arts and Science.

Arts & Science Faculty Council Meeting

Extract from Minutes

Friday, May 29, 2026

New Business

The Dean introduced the suspension of admission recommendation for the Philosophy program as new business for council discussion. The Dean acknowledged that there could be multiple factors that contributed to the changes in the Philosophy program, lack of resources, neglect, strategic decisions or the inadvertent outcome of decisions. That when interviewing for the position for Dean, he felt that decisions were made without adequate consultation or clarity. As Dean, the aim is to include room for accountability. The Dean will provide the recommendation, and the program response to the Provost. It would be preferable to present it to the new Provost for continuity, but they will need to be hired and, in the role, soon, if not it will be presented to the current Provost. The Provost will have to assess and evaluate all the information. They will make a decision that will have to be defended in Senate and to the Board of Governors. If the Provost does not support the recommendation for suspension of admission, the Dean expects there will be funding provided for the Philosophy program to continue. The Dean emphasised that whichever outcome was supported, there will be a clear paper trail and accountability for the decision.

There was a discussion regarding the procedure for suspension of admission to a program. Several faculty members expressed concern that there was not currently an approved procedure for suspending admissions, and that the senate committee drafting the procedure did not make its final recommendation. The Dean confirmed that the procedure was presented to the joint committee, the vote was majority, and the Board passed it also. The information can be found in the minutes of both meetings. A faculty member confirmed that there is a process in place, that the Provost will make the decision and present to Senate and the Board as information only. They felt that this is a flawed process and inevitably leads to program closure.

There was a discussion of how the Dean would proceed after hearing the input from Faculty Council and the results of the motions put forward. The Dean confirmed that there will be motions voted on at this meeting. That outcome and rationale will be used to re-evaluate the recommendations and a decision will be made to withdraw the recommendation or move forward. That he tried to provide an exhaustive rationale in the recommendations. The program's response has been received. And now Faculty Council's input will be received. If the decision is not to withdraw the recommendation, it will proceed to the Provost. Faculty Council can vote today for the motions, but the result will not be binding for the Dean's decision to move forward or withdraw. The Dean has a responsibility to follow this process.

A representative from the Philosophy program took time to present the program's response to the Dean's recommendation. They explained that the recommendation only focused on the financial requirements for the future of the program. That the recommendation had no reflection on how the program could be revitalized in the 2 years of suspended admissions. That the suspension of admissions to core programs should only be considered in extreme financial circumstances, and not convinced this is the circumstance. They spoke to the potential for sustainability of the program, that with one new hire and innovative ideas that have been proven successful at other universities. That if motion 1 recommending a new hire is not supported, then motion 2 recommends the major in Philosophy be removed from the Dean's recommendation. The Registrar's office confirmed that it would technically be possible to run, but not ideal. They note that the Dean's recommendation mentions the value of Philosophy courses, but without a Major, there would be no program department association, therefore the program couldn't continue. And when the current faculty member retires there would be no grounds for requesting a replacement hire, the Dean

agreed. A faculty member spoke about how the approach to new hires needs to be planned and not just happenstance. They spoke to motion 2 indicting that if there were going to be Philosophy courses offered as electives, why could the Major continue since the courses would be offered anyhow. The Dean responded that there had not been a full analysis if one faculty could teach what would be required for a major or double major, and there would be no redundancy for sabbatical or illness.

Many faculty members brought forward their concerns regarding the recommendations. And voiced their support of the importance of a Philosophy program to the university. A member from a previously closed program indicated that the process and closure felt as though their topic/passion were not valued and their work not worthwhile. Another indicated that there is a global message that humanities don't count. Another indicated that they had been inspired by Philosophy to enter academia and a creative path. Another expressed frustration at having humanities treated individually and picked off one by one; should be working together. A faculty member suggested focusing the Philosophy courses on ethics as students face machine learning.

The discussion returned to how the Dean would respond to the comments from faculty council. The Dean confirmed that the rationale is in the recommendation, and that the earlier comments from the Philosophy program are correct- they are focused on the financial considerations and relate to the Dean's responsibility to a balanced budget. The Dean is sympathetic to the argument that Philosophy is a mission critical program; but that would need to be a decision and commitment from the university, it is beyond the Dean's office to make that distinction. If Philosophy were to have that role it would need to have the full support of the Provost and Board. Given the current restraints, the Dean's office cannot properly fund the Philosophy program without the support of the Provost and Board. The Dean will support the decision of the Provost. There is a required paper trail; record of a clear decision from authority. A faculty member asked, if it is the will of the council – will you champion Philosophy in some sense. The Dean responded that there is a responsibility to consult with Faculty Council and pass on the will of the council, he will respond to the motions with a rationale. The Provost will know the strong support of Faculty Council for Philosophy. Multiple faculty members expressed that they feel the Dean is only providing council the information provided from administration and would like the Dean to more strongly voice the will of council to administration. Also expressed was the negative effect to relationships between faculty, Deans and administration if the consultations do not carry weight in the decision-making process. A faculty member asked if the Dean would share the Dean's response and rationale to the motions. The Dean confirmed that the response will be made available to Faculty Council members.

There was a discussion of opportunity for presenting different economically viable options. A faculty member commented that it doesn't appear a full economic analysis including different options has been completed. Would the Dean accept the help of faculty members to present a different economically viable model for Philosophy. And how could it be presented to the board as economical and good for the reputation of the university. The Dean responded that there are two possibilities for the future of Philosophy. One would be a revitalized economic sustainable program with sufficient students to maintain the program. The second is the program is deemed mission critical, is subsidized by other programs and student numbers are not a threshold. The first is not likely with consideration for our level in the sector, the second is more likely and would be subsidized by other programs.

There was a discussion of using cross-listed courses for other faculty members and programs to support Philosophy. The cross-listed programs would be offered anyway. A member confirmed that is the essence of the second motion. IQAP reviewers could flag as too many cross listed courses. If approved there would be opportunities in Sociology and Psychology. There was the suggestion for departments to pass up the opportunity for a new hire to redirect resources to the Philosophy program.

A discussion regarding the procedure at the end of the 2-year period followed. A faculty member asked for clarification if the program has been suspended for two years and is not yet closed or been otherwise amalgamated. The Dean explained that a review is completed and proposed to Senate. Senate has the authority to vote to close a program. The Dean included that AQAPC is currently creating a policy for program closure. This must be approved by the correct bodies, and that will not be complete in time to apply to this suspension of admission recommendation. Members of Faculty Council expressed concerns that this process was proceeding without knowing how the process ends, concerns that Senate is voting without policy in place, and no confidence that the policies and procedures will be followed correctly. The Dean agreed that these were valid critique of Senate.

There was a discussion of the vision for Humanities in the future, and how it fits the Nipissing's strategic plan. The Dean replied that humanities in general are facing significant crisis, not new, happening across the province and sector. This has been exacerbated by the number of categories, dividing declining students over more programs, not a sustainable model for Humanities. At Nipissing University there are programs with strong connections to concurrent education, English, History, Social Science, Sociology. The vision for humanities has been strengthening of the Sociology program to appeal to students and bring together the students to be able to continue amalgamate resources and more students interested in the program. In the Fine Arts program has been approved for a tenure track hire associated to Humanities and linked to the Concurrent Education program to build and strengthen the program.

MOTION 4: Faculty Council recommends the Dean of Arts and Science support one full-time, tenure-track hire in Philosophy, in connection with a redesign of the program along the lines of the recent proposals described above. Moved by D. Borman, seconded by H. Earl. The council discussed the motion and had questions for the Dean including if the recommendation for suspension of admission could be held till a procedure could be passed by Senate, could there be a re-evaluation of the Philosophy program based on different measures, how would new measures be determined acceptable for removing the suspension. The Dean responded that all proposals can be explored during the 2 years of suspension of admission. That proposals will be considered in the same way as a new program proposal, and that previous proposals from the program were considered but did not meet the threshold for approval, therefore other programs were supported with tenure track hires and other resources. There was concern from the faculty that the Dean would not advocate for any proposals from the program. The members of Faculty Council were called to vote. The vote was unanimous in favour of the motion.

Motion Carried

MOTION 5: In the absence of such support, Faculty Council recommends the Dean of Arts and Science remove the "Major in Philosophy" from the proposed suspension and support the maintenance of an options for Nipissing students to complete a Major and honours double Major in Philosophy and another subject area. Moved by D. Borman, seconded by D. Campbell. The members of Faculty Council were called to vote. The vote was unanimous in favour of the motion.

Motion Carried

June 10, 2026

Dear Senators,

On May 29, 2026, the Faculty of Arts and Science held a meeting of its Faculty Council. At this meeting, an extensive discussion was held on the Dean of Arts and Science's proposal to suspend admissions to the Philosophy program. This proposal was overwhelmingly opposed by the members of Faculty Council. Furthermore, Council unanimously passed two motions in support of preserving the Philosophy program.

These motions reflect not only Council members' vehement opposition to the Dean's proposed suspension of admissions to Philosophy but also the conviction that the Philosophy program is fundamental to the idea of what a university is and should be in the 21st century and that Philosophy and its offerings play a vital role in preparing our students for and helping them understand the many challenges our communities and our society are facing and will face in the years to come.

Suspending its admissions would sound the death knell of the Philosophy program and we, the undersigned members of the Arts and Science Faculty Council ask all senators to support the preservation of Philosophy as part of the core academic mission of Nipissing University.

Collegially yours,

Andrew Ackerman, Kristen Beck, Joseph Boivin, David Borman, Rob Breton, Natalya Brown, Darren Campbell, Lanyan Chen, Reade Davis, Jeff Dech, Carly Dokis, Rhiannon Don, Hilary Earl, Robin Gendron, Alex Karassev, Stephen Kariuki, Nathan Kozuskanich, Laurie Kruk, Manuel Litalien, Gillian McCann, Lindsey McMaster, Dana Murphy, Jamie Murton, Rosemary Nagy, Derek Neal, Sean O'Hagan, Margaret Owens, Tony Parkes, Laura Peturson, Jonathan Pitt, Katrina Srigley, Susan Srigley, Tyson Stewart, David Tabachnick, Leslie Thielen-Wilson, Brian Thorn, Murat Tuncali, Tzvetalin Vassilev, Richard Wenghoffer, Andrew Weeks, Sarah Winters

Sector Data

Philosophy

The following tables aggregate information from the 38.01 – Philosophy and religious studies CIP family

- **38.0101 – Philosophy**

  This instructional program class comprises any program that focuses on ideas and their logical structure, including arguments and investigations about abstract and real phenomena. These programs include courses in logic, ethics, aesthetics, epistemology, metaphysics, symbolism, and history of philosophy, and applications to the theoretical foundations and methods of other disciplines.

  Illustrative example(s)

  - *philosophy*

  Exclusion(s)

  - *philosophy and religion(38.0001), philosophy of education(13.0901), philosophy of science and technology(54.0104), political philosophy(45.1001), religious studies(38.0201), Taoist philosophy(38.0299)*

- **38.0199 – Philosophy, logic and ethics, other**

  This instructional program class comprises any program not listed above that relates to Philosophy, logic and ethics.

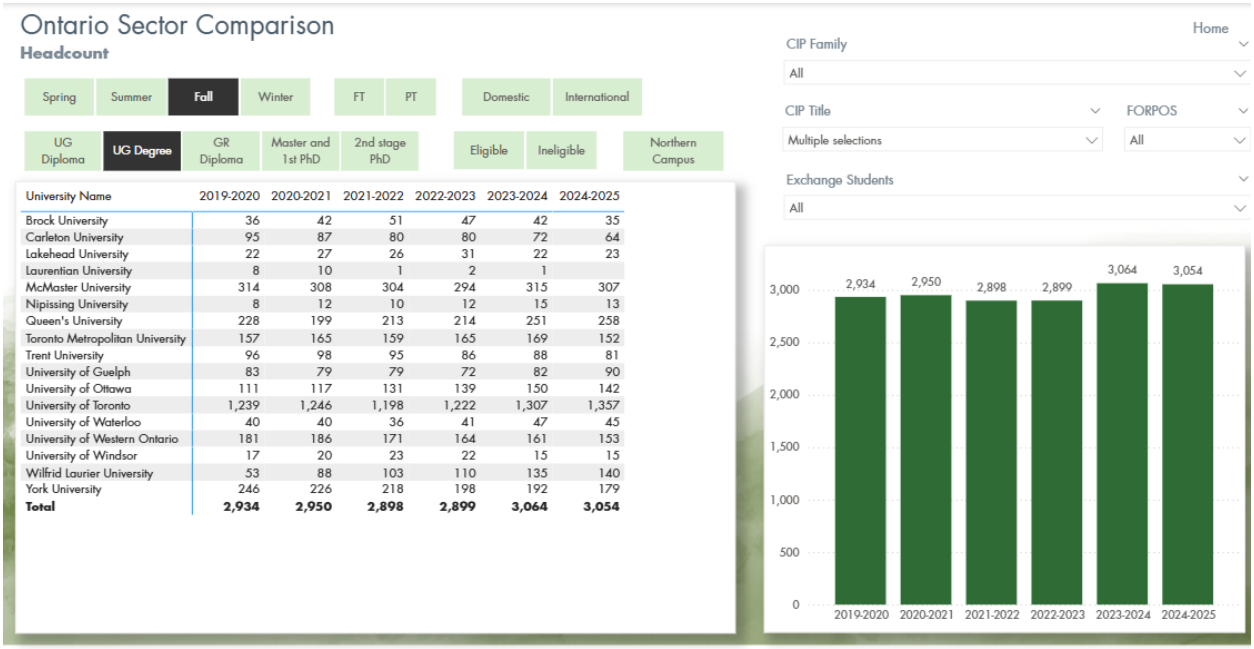
  Illustrative example(s)

  - *Eastern philosophy, European philosophy, existentialism, feminist philosophy, German philosophy, Greek philosophy, history of philosophy, metaphysics, phenomenology, philosophy of science*

  Exclusion(s)

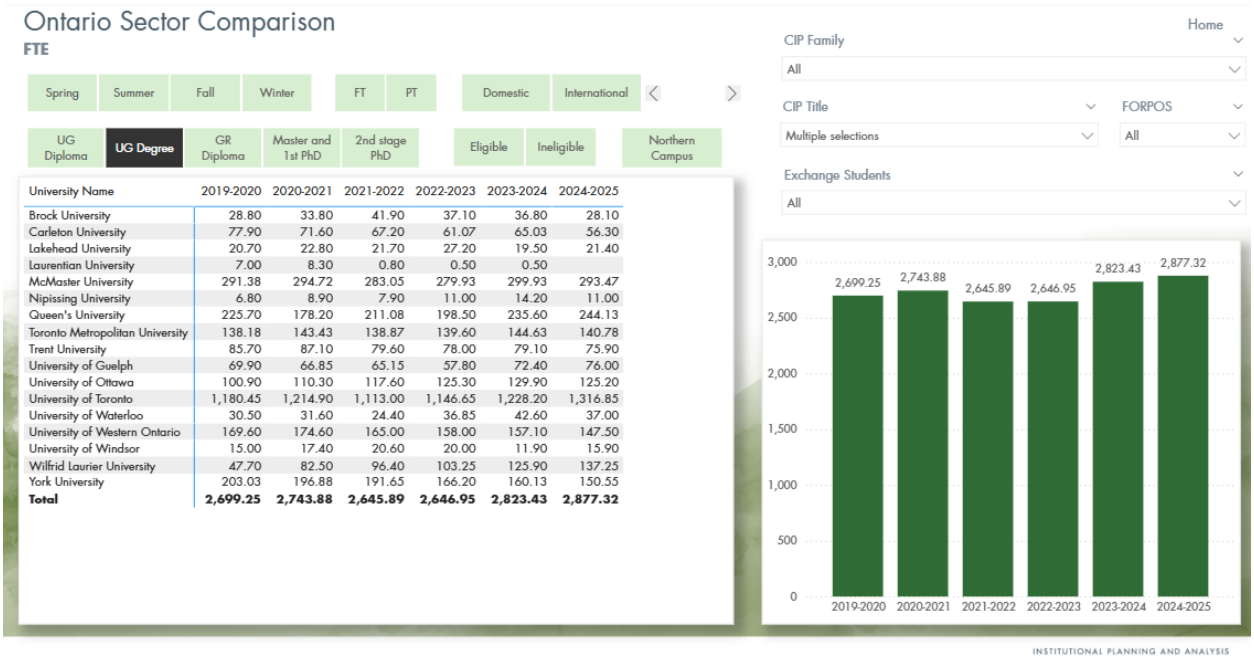
  - *history and philosophy of art(50.0703), history and philosophy of religion(38.9999), legal philosophy(22.9999), philosophy of science and technology(54.0104), political philosophy(45.1001)*

Headcount (CIP 38.0101 & 38.0199)



University Name	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Brock University	36	42	51	47	42	35
Carleton University	95	87	80	80	72	64
Lakehead University	22	27	26	31	22	23
Laurentian University	8	10	1	2	1	
McMaster University	314	308	304	294	315	307
Nipissing University	8	12	10	12	15	13
Queen's University	228	199	213	214	251	258
Toronto Metropolitan University	157	165	159	165	169	152
Trent University	96	98	95	86	88	81
University of Guelph	83	79	79	72	82	90
University of Ottawa	111	117	131	139	150	142
University of Toronto	1,239	1,246	1,198	1,222	1,307	1,357
University of Waterloo	40	40	36	41	47	45
University of Western Ontario	181	186	171	164	161	153
University of Windsor	17	20	23	22	15	15
Wilfrid Laurier University	53	88	103	110	135	140
York University	246	226	218	198	192	179
Total	**2,934**	**2,950**	**2,898**	**2,899**	**3,064**	**3,054**

FTE (CIP 38.0101 & 38.0199)



University Name	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Brock University	28.80	33.80	41.90	37.10	36.80	28.10
Carleton University	77.90	71.60	67.20	61.07	65.03	56.30
Lakehead University	20.70	22.80	21.70	27.20	19.50	21.40
Laurentian University	7.00	8.30	0.80	0.50	0.50	
McMaster University	291.38	294.72	283.05	279.93	299.93	293.47
Nipissing University	6.80	8.90	7.90	11.00	14.20	11.00
Queen's University	225.70	178.20	211.08	198.50	235.60	244.13
Toronto Metropolitan University	138.18	143.43	138.87	139.60	144.63	140.78
Trent University	85.70	87.10	79.60	78.00	79.10	75.90
University of Guelph	69.90	66.85	65.15	57.80	72.40	76.00
University of Ottawa	100.90	110.30	117.60	125.30	129.90	125.20
University of Toronto	1,180.45	1,214.90	1,113.00	1,146.65	1,228.20	1,316.85
University of Waterloo	30.50	31.60	24.40	36.85	42.60	37.00
University of Western Ontario	169.60	174.60	165.00	158.00	157.10	147.50
University of Windsor	15.00	17.40	20.60	20.00	11.90	15.90
Wilfrid Laurier University	47.70	82.50	96.40	103.25	125.90	137.25
York University	203.03	196.88	191.65	166.20	160.13	150.55
Total	**2,699.25**	**2,743.88**	**2,645.89**	**2,646.95**	**2,823.43**	**2,877.32**

Links to Undergraduate Program Pages

Universities Reporting Philosophy Programs

Brock: https://brocku.ca/programs/undergraduate/philosophy/

Carleton: https://carleton.ca/philosophy/about-philosophy/

Lakehead: https://www.lakeheadu.ca/programs/undergraduate-programs/philosophy/node/3594

McMaster: https://philos.humanities.mcmaster.ca/undergraduate-programs/philosophy-program/

Queen's: https://www.queensu.ca/philosophy/undergraduate

TMU: https://www.torontomu.ca/programs/undergraduate/philosophy/

Trent: https://www.trentu.ca/philosophy/

Guelph: https://www.uoguelph.ca/programs/philosophy/

Ottawa U: https://www.uottawa.ca/faculty-arts/philosophy/undergraduate-philosophy

Toronto: https://artsci.calendar.utoronto.ca/section/Philosophy#programs

Waterloo: https://uwaterloo.ca/philosophy/undergraduate-studies

Western: https://www.uwo.ca/philosophy/undergraduate/index.html

Windsor: https://www.uwindsor.ca/philosophy/

WLU: https://www.wlu.ca/programs/arts/undergraduate/philosophy-ba/index.html

York: https://www.yorku.ca/laps/phil/undergraduate-programs/

Labour Force Data (Vicinity Jobs)

NOTE: No reliable Labour Market Forecasting is available for this program, instead we are providing Job Posting data for the past 24 months that are linked to the CIP codes associated with this program. *Even still, it looks like Vicinity pulls job descriptions that might contain the word philosophy, logic, or ethics not related to the curriculum in the program itself.*

	Total Number of Postings	Avg. Max Wage	Max Wage (Sample)	Avg. Min Wage	Min Wage (Sample)
41220.00A - Secondary school teachers	74	$174,965.00	2	$114,029.90	2
31301.01A - General duty registered nurses	71	$77,626.36	5	$75,527.84	4
41221.00A - Elementary school and kindergarten teachers	44		0		0
41200.00C - University lecturers	36		0		0
32101.01A - Licensed practical nurses	34	$59,234.96	3	$59,234.96	3
13100.00B - Project Managers	33	$102,838.00	3	$92,298.00	3
13100.00A - Administrative officers	26	$100,843.20	1	$56,907.60	1
41200.00B - Associate and assistant university professors	20		0		0
22230.00A - Non-destructive testers and inspectors	20		0		0
42201.00A - Social and community service workers	18	$47,808.40	6	$45,450.04	6
44101.00A - Personal support workers and visiting homemakers	17	$47,056.40	1	$43,202.40	1
33102.00B - Patient Care Aides	17	$48,410.00	3	$48,410.00	3
43100.00A - Elementary and secondary school teacher assistants	16		0		0
21232.00A - Software developers and programmers	16	$143,000.00	1	$95,000.00	1
41210.00A - College Instructors and Lecturers	15	$102,351.50	5	$74,393.33	5
42202.01A - Early childhood educators	13	$53,655.20	3	$48,757.80	4
72321.00A - Insulators	12	$86,650.91	6	$85,283.64	6
51113.00A - Journalists	12		0		0
11101.01A - Financial analysts	12		0		0
31112.02A - Speech language pathologists	11		0		0
75201.00A - Delivery service drivers and door-to-door distributors	10	$47,752.00	4	$40,584.50	4
65200.00A - Food and beverage servers	10	$47,000.00	2	$35,720.00	1
64410.01A - Security guards	10	$39,020.44	5	$39,020.44	5
2.00A - Natural and applied sciences and related (unidentified sub-category)	10	$117,755.60	2	$117,755.60	2
12113.00A - Statistical officers and related research support occupations	10	$47,731.32	9	$43,702.48	8

Job Titles As Advertised	
licensed practical nurse	20
guidewire policy center developer	13
registered nurse rn long term care	11
registered nurse operating room	9
early childhood educator	9
registered nurse	8
ndt-rtii technician	8
ndt lev 1+	8
experienced bartender	8
clinical ethicist	8
préposé(e)aux bénéficiaires loi90	7
vendor manager	6
réceptionniste	6
industrial sales representative	6

Employers As Advertised	
Acuren Inspection, Inc	44
Schlegel Villages	42
McGill University	37
BBA inc	36
Manitoba Catholic Schools	33
Unity Health Toronto	32
Winnipeg Regional Health Authority	31
University of Toronto	31
Buffalo Trail Public Schools	23
University of Regina	21
BBA	18
The Vancouver Club	17
The Salvation Army	17
Luxi Soins	16

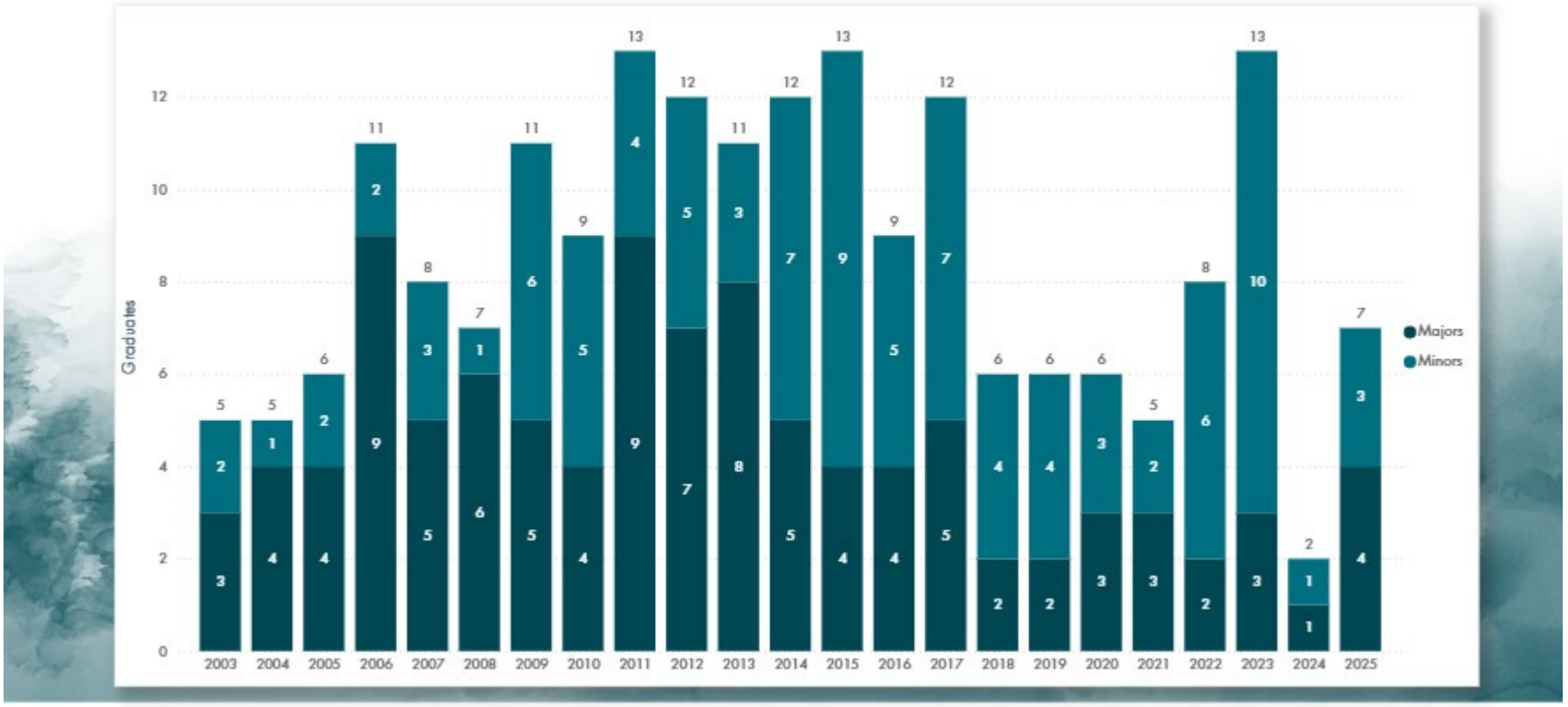
Viewing Data For:
Last 24 Months
Latest Date: 11/30/2025

# of Job Postings	# of Employers	Maximum Annual Wage	Minimum Annual Wage
1,574	190	$70,452.59	$60,934.63

Institutional Data – Program Graduates (Majors and Minors)

Graduates - Program Majors and Minors - Philosophy

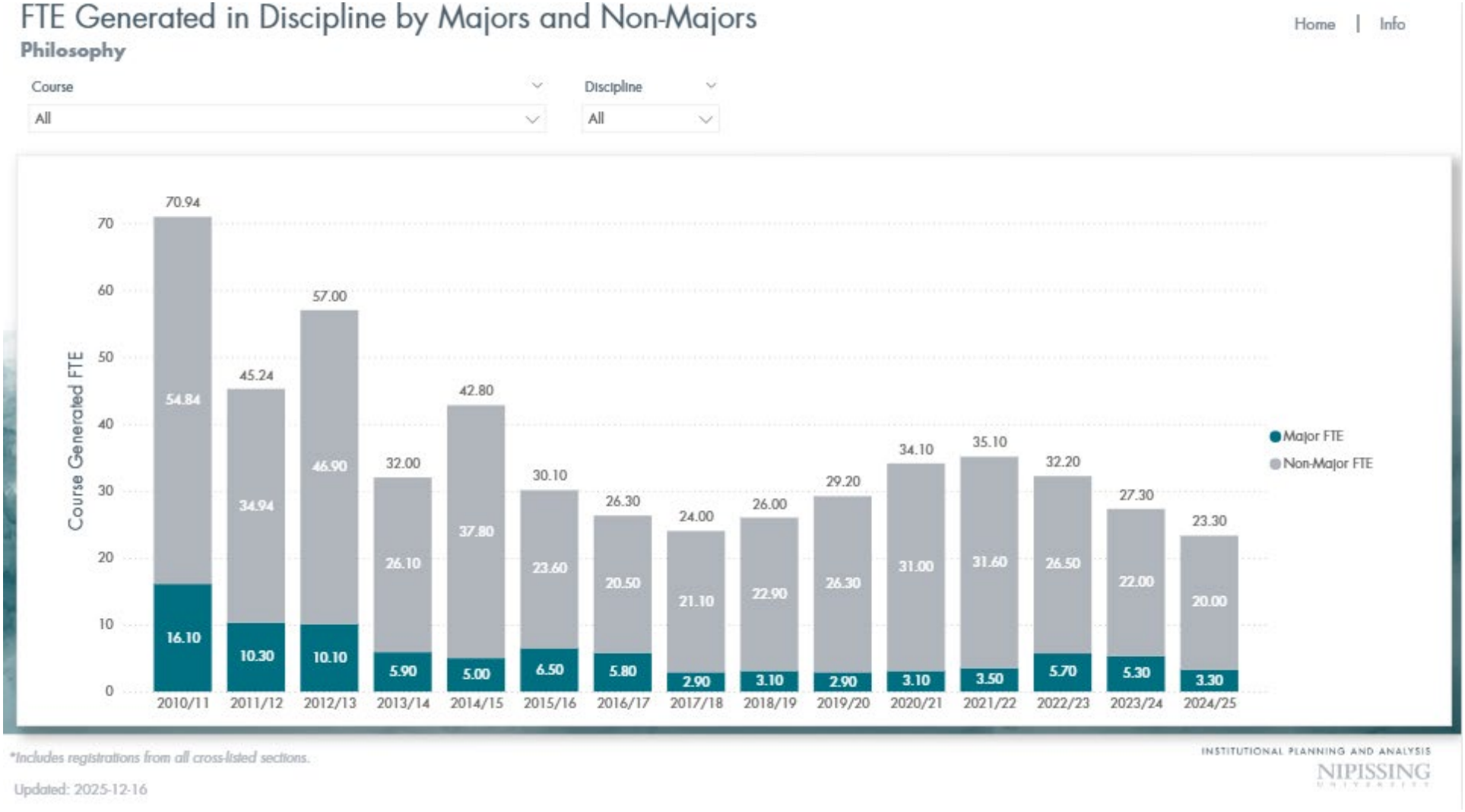
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INSTITUTIONAL PLANNING AND ANALYSIS
NIPISSING UNIVERSITY

Updated: 2025-12-16

Institutional Data – FTE Generated in Discipline by Majors and Non-Majors



Institutional Data – Applicants, Offers and Acceptances

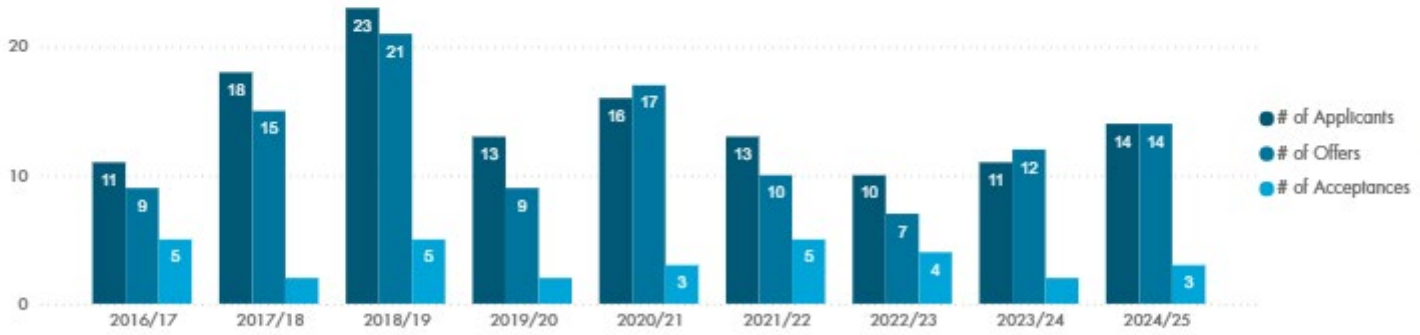
Applicants, Offers and Acceptances

Home | Info

BA - Philosophy

Applicants, Offers, and Admissions

Academic Year	# of Applicants	# of Offers	# of Acceptances	CONVERSION RATE: Applicants to Acceptances	CONVERSION RATE: Offers to Acceptances
2024/25	14	14	3	21.43%	21.43%
2023/24	11	12	2	18.18%	16.67%
2022/23	10	7	4	40.00%	57.14%
2021/22	13	10	5	38.46%	50.00%
2020/21	16	17	3	18.75%	17.65%
2019/20	13	9	2	15.38%	22.22%
2018/19	23	21	5	21.74%	23.81%
2017/18	18	15	2	11.11%	13.33%
2016/17	11	9	5	45.45%	55.56%



INSTITUTIONAL PLANNING AND ANALYSIS

NIPISSING UNIVERSITY

Updated: 2025-12-16

PROGRAM SUSPENSION OF ADMISSIONS

Program: Bachelor of Arts in Philosophy

Form completed by: Nathan Colborne, Dean of Arts & Science

Recommendation: The Dean of Arts & Science recommends to the Provost that admissions be suspended for the Honours Specialization, Specialization, and Major in Philosophy (BA).

Rationale:

Philosophy has been offered at Nipissing since first appearing as a founding discipline at Northeastern University in 1960 and continuing through the establishment of Nipissing University College in 1967. For much of its early history, the program operated on a limited basis, offering philosophy primarily through service courses and informal concentrations. Program expansion began in the 1990s, with the approval of a combined (double-major) Honours option in 1997, followed by the introduction of a stand-alone Honours Bachelor of Arts in Philosophy in 2004. Since that time, the program has maintained offerings at the honours, specialization, major, and minor levels; the scope and sustainability of those degrees have remained closely tied to available faculty resources.

Current program requirements are as follows:

- PHIL Major: 36 credits, including PHIL 2506 and 2507; 9 credits from the "History" list; 9 credits from the "Value Theory" list; and 12 additional PHIL credits.

- PHIL Specialization: Major requirements, plus 3 credits of 4000-level PHIL courses, and 15 additional PHIL credits.

- Honours Specialization: Specialization requirements, plus an additional 6 PHIL credits, 3 of which must be at the 4000 level.

While the Philosophy degree at Nipissing has flexible requirements and permits some cross-listed courses to count toward the program, a single faculty member cannot meet the obligations required to sustain it. Although contract teaching has sustained the program in some years, qualified instructors can be difficult to find, particularly for on-campus offerings. Without further full-time hires, the Philosophy program is not sustainable.

The case for further hires in Philosophy, however, is not strong. The program reached its peak staffing level of three full-time faculty members between 2010, when Dr. David Borman was hired (initially cross-appointed with Political Science), and 2020, when Dr.
Donna Jowett retired. Throughout this period, no more than nine students, and an average of fewer than five, graduated with a Philosophy degree from Nipissing in any given academic year. Enrolments have declined further as full-time faculty support has declined. A minimum of two

tenure-track hires would be required simply to support the Philosophy program, however, enrolment growth would need to significantly exceed the program's strongest years at Nipissing to justify these additions. I now turn to the question of whether that growth is likely.

Enrolments in Philosophy programs across the province have been fairly strong, averaging roughly 3,000 students a year for the past five years. Over that period, Nipissing has attracted roughly 0.5% of those students. With investment into the program, enrolment might increase to the general benchmark of 1% (the usual share Nipissing draws to its programs). This would bring Nipissing's Philosophy program enrolments roughly back to where they were during the 2010-2020 heyday of the program. Given the fiscal realities of the higher education sector in present-day Ontario, even this level of enrolment is insufficient to sustain a Philosophy program requiring multiple tenure-track faculty appointments.

The courses developed by Dr. Borman during his tenure at Nipissing University have provided a popular and valuable service to students in all disciplines. His courses in ethics (Bio-Ethics, Environmental Ethics, Digital Ethics) are integrated into several programs in Arts & Science and continue to contribute meaningfully to Nipissing's student experience. A suspension of admission to the current program in Philosophy would allow for the development of a plan to expose students in all disciplines to philosophical concerns without concentrating faculty resources on a declining number of majors in Philosophy proper. Therefore, taking into consideration current resourcing of the program, realistic potential for growth given this resourcing, and the time necessary to re-imagine the role of Philosophy courses across other disciplines, the suspension of admission in Philosophy is justified.

Should admission in Philosophy be suspended, the Registrar's Office will identify students currently in the program and assist them in meeting their graduation requirements.

Note on Process : The Program Admission Suspension Procedure includes the following in Appendix B: The relevant Dean(s) should do the following:

1. Ensure there are opportunities for affected individuals to provide input on the proposed suspension. In particular, Deans should consult with their Faculty Councils on the proposal and note whether or not this was done and, if not, why, in any communications.

The Arts and Science Faculty Council established a Suspension of Enrollment/Admissions Standing Committee at the Faculty Council of January 31, 2025, to meet the burden of consultation outlined in the procedure. After resignations from the committee, the Dean of Arts & Science asked for volunteers to repopulate the committee at the Faculty Council of March 20, 2026, and by email on April 1, 2026. As volunteers were not forthcoming, the committee could not be populated. For this reason, consultation with the Arts & Science Faculty Council could not take place.

All other elements of the suspension procedure, including input from the affected unit members, will take place as required.

Unit Response:
Prepared by: David Borman

The Faculty Council of Arts and Science should reject the recommendation of the Dean to suspend enrollments in all Philosophy degree programs (the Minor, which he does not recommend suspending, is not counted as a degree program and it is my understanding its elimination is not proposed).

I urge my colleagues in Arts and Science to consider the following:

1. The recommendation from the Dean is not, in fact, for the suspension of enrollments in Philosophy, but for the permanent closure of the Philosophy program. He is clear that he believes no such program can be run with a single faculty member; he is clear that he has no intention of supporting additional faculty in Philosophy. Therefore, he recommends the elimination of all degree programs in Philosophy at Nipissing.

   Eliminating core academic offerings, undermining geographical equity in education (Nipissing offers the only Philosophy degree program in Northeastern Ontario), compromising the mission and integrity of the University—these are the most serious and harmful steps an academic administrator can take, justified, if ever, only by dire necessity. The Dean's sole argument for the closure of Philosophy is financial. Yet, as is now widely known, the Executive Team of the University were this year awarded raises in excess of 30% of existing salaries, for a total cost to the University of several hundred thousand dollars annually. A Director position has just been advertised, that is, a newly-created senior leadership role with a starting salary above that of a beginning Assistant Professor. It was also recently announced that the University has awarded a contract, which I understand to be north of one hundred thousand dollars, to an external consultant who will review the "policy ecosystem" of the institution—surely, the most urgent of our many needs. If our institution faces a crisis, it is not financial but existential: Our academic leadership, including the Dean, appear not to know what it means to *be* a university.

The elimination of Philosophy, or any other core academic offering, might be justified in the face of genuine financial crisis. Nipissing is not facing a genuine financial crisis. Therefore, the Dean's recommendation should be rejected.

2. The Dean himself has several times acknowledged that not every academic program will make money, that it is expected that larger programs and smaller programs will balance one another (with smaller programs often providing service to majors in those larger programs), and that some programs are—as he put it—"mission critical" to the university. According to the Dean's comments at Faculty Council, after Indigenous Studies, he believes, or believed, that Philosophy is such a program. Yet his recommendation contains no reflection at all on the "mission" of the University nor on the importance of Philosophy to that mission; it contains no consideration of the consequence of such a recommendation on the ability of the university to differentiate itself from the college system. We should conclude that there is no program other than Indigenous Studies which the Dean would decline to recommend for elimination on purely financial grounds.

   This is an embarrassing position for an institution that would cancel both its Philosophy and Classical Studies programs and have the temerity to go on advertising itself as a university under the banner of the Owl of Minerva. Faculty Council should decline to participate in this embarrassment and therefore reject the Dean's recommendation.

3. The Dean claims to value the contribution that Philosophy makes to the education of students generally at the university, arguing that the suspension of the Major, Specialization, and Honours Specialization, will allow Philosophy to focus on such general educational support. This is possible only because Nipissing already has one remaining, full-time professional philosopher—me. If the Dean's recommendation is accepted, then whenever my time at Nipissing is complete, Philosophy will cease to exist here in any form, including the form the Dean purports to value: There is no chance that a future hire will be made, and a strong candidate recruited, to a position with no department, no majors, and no program. The most recent IQAP review of Philosophy stressed this point, as well.

   What the Dean recommends will eventually result in the complete elimination of Philosophy from the University; such a recommendation should be rejected.

4. The data invoked by the Dean is misleading in several respects. First, that Philosophy at Nipissing attracted roughly the same share of students, when adequately staffed, as Nipissing as a whole did in the provincial context, is a mark of a successful and not an underperforming program, unless it is the Dean's incredible position that Philosophy—with three faculty members—ought somehow to have been a leading program in

Ontario. More importantly, it is misleading to judge potential future investments in Philosophy by the benchmark of past performance. From 2010-2020, Philosophy at Nipissing was centred on the history of philosophy, with some provincial differentiation reflecting the particular specializations of Drs. Jowett and Borody in continental and Eastern philosophy, respectively. Neither this Dean nor his predecessor has ever received a proposal to replace the loss of Drs. Jowett and Borody with new faculty who might replicate those same specialties. The two most recent Philosophy position requests ignored by the receiving Dean were as follows:

(i) A cross-appointment with Indigenous Studies that would cover Indigenous Philosophy courses within the INDG program and expand Philosophy offerings in non-Western philosophy and contemporary epistemology in ways that would make the program distinctive in Ontario.

(ii) A cross-appointment with a proposed interdisciplinary program in Ethics and Public Policy, that would cover some existing offerings in ethics and critical reasoning, and expand offerings in practical ethics, democratic decision-making, social epistemology, and related areas. This, too, would have been distinctive in the provincial context.

These were requests for one, not two positions; they were paired with proposals to redesign the Philosophy program in ways that would enable it to run with two permanent faculty, not three. Assessing the likely enrolments of a new program is, in my experience, an exercise in speculative fiction. But it is disingenuous to imply that what Philosophy has requested and been denied was ever a return to the *status quo ante*. As the Dean notes, Philosophy enrollments are not declining provincially. The proposed innovations to Philosophy at Nipissing are reflective of the sorts of changes programs elsewhere have made to remain attractive.

Faculty Council should reject the recommendation of the Dean because that recommendation is poorly justified and fails to address the actual proposals for sustainability made by Philosophy over the last several years.

5. Proposal

MOTION 1: Faculty Council recommends the Dean of Arts and Science support one full-time, tenure-track hire in Philosophy, in connection with a redesign of the program along the lines of the recent proposals described above.

MOTION 2: In the absence of such support, Faculty Council recommends the Dean of Arts and Science remove the “Major in Philosophy” from the proposed suspension and support the

maintenance of an options for Nipissing students to complete a Major and honours double Major in Philosophy and another subject area.

> With some redesign of the program and targeted expansion of cross-listed courses, it is possible for a single full-time faculty member—along with faculty teaching cross-listed courses—to enable Nipissing students to complete 39 credits in PHIL in 4 years. It is essential, however, that proper sabbatical replacements also be supported in such a case.

I have addressed this reply to my colleagues in Faculty Council, despite the proposal of the Dean to bypass the requirement for consultation with Faculty Council on the grounds that its subcommittee on enrollment suspension is wanting for volunteers. Regular participants in Faculty Council will appreciate why that characterization, too, misleads. The committee is not wanting for volunteers: Several of its members resigned explicitly in protest of the Dean's recommendation to suspend admissions to Philosophy. I appreciate my colleagues' unwillingness to take on a job which these members emphatically signalled ought not to be performed.

Recommendation:

Response to Philosophy Program Submission and Recommendation to Provost

Following receipt of the Philosophy program's response, the proposed suspension of admission was discussed extensively by the Arts and Science Faculty Council on May 29, 2026. I have considered the program's submission, the discussion recorded in the minutes, the two motions adopted unanimously by Faculty Council, and the subsequent letter submitted by members of Faculty Council to Senate.

Faculty Council's position is clear and strongly held. Members emphasized Philosophy's longstanding place at Nipissing, its contribution to the academic mission of the University, and the value of Philosophy courses to students across disciplines. Council recommended, first, that the Dean support a tenure-track appointment connected to a redesigned Philosophy program and, in the absence of such an appointment, that the Major and honours double Major remain available through program redesign and the use of cross-listed courses. I recognize the serious thought behind these recommendations and the substantial support for preserving Philosophy as a degree-granting program.

The program response also clarifies that its preferred model would not simply restore the program's previous structure. It proposes one additional appointment, potentially through a cross-appointment with another academic area, together with curricular redesign and greater emphasis on distinctive interdisciplinary offerings. I acknowledge that this differs from rebuilding the former three-member faculty complement. Nevertheless, a tenure-track appointment represents a significant and long-term institutional commitment. In my assessment, the proposals presented to date do not provide sufficient evidence of the resulting program's academic, enrolment, and financial sustainability to justify prioritizing such an appointment over other pressing needs within the Faculty and university.

I have also considered the program's alternative recommendation that the Major and honours double Major remain open. It may be technically possible to offer the required credits through the teaching of a single faculty member, cross-listed courses, and additional part-time instructional support. Technical feasibility, however, is not the same as sustainable program delivery. A degree program dependent upon one permanent faculty member would have limited curricular depth and no internal redundancy in the event of sabbatical leave, illness, departure, or other interruption. Its continued operation would also depend upon contributions from other programs and additional teaching resources that cannot be assured on a stable, long-term basis.

I recognize the concern that suspension of admission may ultimately lead to a recommendation for program closure. That is a serious possibility and should not be minimized. Suspension is not, however, itself a decision to close the program. It avoids

admitting additional students to credentials whose sustainable delivery is uncertain while allowing time for a viable alternative to be developed and assessed. Any future proposal, including an interdisciplinary or cross-appointed model, should be evaluated on its own merits, including the likelihood of attracting adequate enrolment to sustain the program.

The recommendation does not rest on a conclusion that Philosophy lacks academic value or that every program must be financially self-sustaining. Universities appropriately support disciplines for reasons that include academic mission, breadth of education, service to other programs, and institutional distinctiveness. The university's current resources do not, however, allow it to support every academically valuable initiative. A determination that Philosophy is sufficiently central to Nipissing's mission to warrant continuing subsidy and dedicated faculty resources would require an explicit institutional commitment beyond the Faculty of Arts & Science.

The views of the Philosophy program and of Faculty Council have been heard, documented, and considered. They have provided a strong defence of Philosophy's contribution to the academic mission of the University, the value of its courses to students across disciplines, and the importance of maintaining breadth in Nipissing's academic offerings. They have not, however, resolved the central concerns regarding the sustainable delivery of the existing Philosophy program or established a sufficient basis for a new tenure-track appointment at this time.

I therefore maintain my recommendation that admission to the Honours Specialization, Specialization, and Major in Philosophy be suspended. I further recommend that the suspension period be used to undertake a thorough assessment of the future of Philosophy at Nipissing University, including opportunities for program redesign, interdisciplinary delivery, amalgamation with another academic program, renewed institutional investment, or other approaches that would support a sustainable long-term model for the discipline.

Provost Response to Recommendation for Suspension of Admission

1. Program Information

Academic Program Name: Honours Specialization, Specialization, and Major in Philosophy (BA)

Credential / Degree: Bachelor of Arts

Faculty / School / Department: Faculty of Arts and Science

Effective Academic Year for Suspension: 2027-2028 Academic Year

2. Origin of Recommendation

Recommending Body / Committee: Dean of Arts and Science

Date of Recommendation: September, 2026

Supporting Documentation Received: ☒ Yes ☐ No

3. Summary of Recommendation

The recommendation proposes the suspension of admission in the above-noted program based on sustained low enrolment and an assessment of the program's academic and operational viability. Supporting documentation includes an analysis of enrolment trends, anticipated student impact, a plan to ensure affected students can meet graduation requirements, unit-level feedback, and the report of the relevant standing committee.

4. Provost's Response to Recommendation

☒ Accept the recommendation as submitted

☐ Accept the recommendation with conditions or modifications

☐ Do not accept the recommendation

Thank you for providing the information in support of the recommendation for suspension of admission. I agree with the assessment that, due to low enrolment, suspension of admission is necessary. This response will serve as acceptance of the recommendation.

5. Student Impact and Mitigation

Documentation provided includes a plan to ensure that affected students are able to meet their graduation requirements. Following the decision to suspend admission, the Office of the Registrar will work to support currently enrolled students and ensure appropriate academic advising and program completion pathways are in place.

6. Academic and Operational Considerations

The suspension of admission reflects a careful review of enrolment data and program sustainability. As the suspension of admission is temporary and time-limited, this decision does not preclude future reconsideration of the program or the exploration of alternative academic configurations. The decision will be revisited at the conclusion of the suspension period.

7. Communication Plan

Following presentation of the admission suspension decision to the appropriate Senate committee, the Office of the Registrar will work with the Provost's Office to develop a communication plan to convey the decision to:

- Students, staff, and faculty most closely affiliated with the program
- The broader academic community
- Faculty Council(s), as required

8. Approval and Authorization

Name and Title: Provost and Vice-President, Academic

Signature*:* 

Date: Friday, October 30, 2026

As temporary suspension of admission is time-limited to a maximum of two years, this decision will be revisited for next steps at the conclusion of the suspension period.

Program Admission Suspension Procedure

Responsible Office: PVPA
Effective Date: December 1, 2023

Rationale:

In order to ensure that the programs we deliver meet the ongoing and evolving needs of all stakeholders (especially students), that they are viable, sustainable (reflected in strong enrolments), academically rigorous, deliverable without resorting to independent study courses or waivers, and align with the University's strategic plan, Nipissing University reserves the right to temporarily suspend admissions to programs in order to ensure we have time to redress issues with the aim of retooling programs without simultaneously attempting to deliver programming to incoming students.

Purpose:

This procedure is intended to:

- Detail the procedure for the suspension of admission to programs.
- Establish the duties and responsibilities of various units involved in academic program admissions suspension.

Definitions:

Application cycle: The application cycle begins on the date that the University accepts applications for the upcoming academic year. For example, applications for the academic year (September, January and May intakes) are received as early as September of the previous year through a common provincial portal, although international student applications may be at a different time. The Registrar monitors applications and enrolment patterns in concert with the Deans.

SEM: Strategic Enrolment Management is the integration of all enrolment, retention, and program data which is an integral part of the University's annual planning procedures.

Enrolment planning cycle: Nipissing is working to establish enrolment targets projected for approximately five (5) years. Currently, for undergraduate programs, those students who are enrolled at reporting dates (November 1), at a minimum, need to reflect a healthy program intake (1:6), i.e., for every 1 student that graduates with a four-year degree, 6 incoming students declare themselves a major. For graduate programs, Nipissing must meet the annual

enrolment targets set out in the original proposals for approval from the Province in order to be considered in good health.

Program: the complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by Nipissing University for the fulfillment of the requirements of a degree, diploma, or certificate. For the purposes of this protocol, this is limited to any program designation that appears on a student's transcript.

Program Redundancy: The permanent closure of a program occurs when a program permanently ceases to be offered by the University. A program declared redundant is removed from the list of approved program offerings after a recommendation is produced from Senate for program closure and that motion is affirmed by the Board of Governors. The procedure outlined in this guideline document is not to be confused with the program redundancy process.

Suspension: Admission suspension is intended as a temporary measure and occurs when admission to all sections of a program, or discrete part of a program (for instance, a stream) is stopped for one or more intake periods in order for the program to retool and to ensure sustainability. If the program is unable to redress inherent challenges through a period of temporary suspension and the best efforts of colleagues, it would then move through the program redundancy process after the Provost has formally accepted the recommendation of the Dean.

Teach-out Plan: A program plan that provides for the equitable treatment of students who are registered in a program for which admission is suspended by the University. It is designed to ensure that all registered students are provided with options for completion of the suspended program.

Procedures:

1. **Program Suspensions outside of the application cycle:**
   1.1. The Dean, along with administrators and academic faculty, will review programs on an ongoing basis through formal and informal processes.
   1.2. Recommendations regarding program admission suspension will take various factors into account, including enrolment levels, the academic integrity of the program, unsustainable program costs but may also take place as a result of the analysis produced through the annual program review.
   1.3. As well, suspension of enrolment may be taken as the result of direction from an external body, including accreditors, IQAP and CASN.

2. **Program Intake Suspensions during the Application Cycle for reasons of low enrolment:**
   2.1. Program registration during an application cycle may be suspended for up to two academic years.

2.2. Ongoing review of the admission data will take place and program intakes may be recommended for suspension of enrolment.
2.3. Students will be advised when a program intake is suspended and offered admission in other available programs or assistance will be provided to find a similar program at Nipissing University or another comparable institution. Compensation for application and other related fees will be considered.

3. **Process for Suspension**
3.1. Recommendations for the suspension of enrolment to a program must be presented by the Dean to the Provost and Vice-President, Academic (PVPA) for consideration.
3.2. If endorsed by the PVPA, those programs recommended for suspension will then be presented to the Senior Executive Team and Registrar for information.
3.3. The Dean will notify the membership of the AQAPC of their recommendation to suspend enrolment to the program with convenance to Senate. See checklist below (Appendix B).
3.4. Once the decision has been made to suspend enrolment to a program, the decision is communicated to the University Management Group, Senate, NUFA, and NUSU.
3.5. A decision to suspend program admission will normally be taken as late as three months prior to the start date for any program intake. However, the University will work diligently to make evidence-based decisions on suspension as soon as knowable.
3.6. Any program intake that is not suspended three months prior to the program start date for reasons of low enrolment will be offered in that academic year, regardless of not meeting the minimum enrolment targets.

4. **Communication with applicants and current students**
4.1. Where possible, recommendations to suspend enrolment to a program of study shall be communicated in a timely manner such that decisions can be implemented in a way to minimize the impact on applicants and current students.
4.2. In cases where Nipissing University suspends enrolment to programs in which there is active student enrolment, the University will develop a teach-out plan and provide students enrolled in programs that have been suspended the opportunity to complete the program within the normal time as outlined in the Time to Completion Degree Requirements.

Appendix A: Annual Program Review Process

1. A template will be provided so that programs and Deans will be able to assess the sustainability of all programs based on a thorough Program Review which interrogates program performance data and other relevant criteria (listed below).

2. The criteria for assessment and supporting relevant data will be comprehensive in approach and will provide the opportunity to evaluate the program's value to students, the community at large and the University, as well as cost and resource factors. To inform the decision the factors to be taken into account include, but are not limited to (in no order of priority):

   - alignment with institutional mandate, vision, mission, strategic plan, strategic mandate agreement (SMA)
   - feedback from program faculty, staff and students
   - financial viability
   - graduate employment data
   - labour market demand
   - program quality metrics
   - relationship to other programs
   - resource requirements
   - retention/graduation rate
   - student demand
   - student satisfaction rate

   Consultation shall occur with all relevant academic, administrative and support areas and, where applicable, with relevant external and accreditation bodies.

3. Recommendations for the suspension of a program must be presented to the PVPA for consideration. Further steps are outlined in the body of the procedure.

4. Recommendations for program redundancy must follow the process outlined in Senate and Board policy.

Appendix B: Checklist

Senate recognizes that the decision to temporarily suspend admission can be made by the Provost in consultation with the Dean and Registrar.

Senate will be notified of all program enrolment suspensions through the appropriate committee, AQAPC. Prior to submitting a notice of temporary suspension to AQAPC for information, the following checklist should be consulted, and confirmation that the checklist was consulted should be referenced in the documentation provided.

The relevant Dean(s) should do the following:

1. Ensure there are opportunities for affected individuals to provide input on the proposed suspension. In particular, Deans should consult with their Faculty Councils on the proposal and note whether or not this was done and, if not, why, in any communications.
2. Ensure that alternatives have been explored, and provide an explanation to affected individuals, including Faculty Councils and Senate, regarding the feasibility (or lack) of these alternatives.
3. Conduct an analysis of the anticipated effect, if any, the temporary suspension will have on other units/programs.
4. Conduct an analysis of the anticipated impact, if any, the temporary suspension will have on the institutional strategic and academic plans, and steps that will be taken to ensure that these plan goals continue to be met.
5. Develop a communication plan regarding the decision to suspend admissions, in consultation with the Provost and Registrar.
6. Develop a plan to ensure affected students can meet graduation requirements in consultation with the Registrar.
7. Convey the decision and rationale, prior to the decision coming into effect, to:
    a. Students, staff, and faculty most closely affiliated with the program;
    b. The broader academic community;
    c. Faculty Council(s) as required; and
    d. Senate thru AQAPC
8. Following presentation of the admissions suspension decision to AQAPC, a communications plan is to be put into effect, remembering that temporary suspensions of admissions are time-limited to a maximum of two (2) years.

Administrative Suspension of Admission to Academic Programs

Preamble

In its 2019 Audit Report, the Treasury Board noted that "the institution should have an oversight and approval process to regularly evaluate and assess current and future academic programs, to ensure that they are cost efficient in meeting the institution's mandate and in line with approved budgets" (p.4). In its 2022 Audit Report, the Auditor General noted that "the university had not adjusted or restructured its program offerings to improve financial sustainability" (p.5).

In 2021, the Board of Governors mandated the President to conduct planning and take action to ensure the financial sustainability of the University and to carry out the recommendations of both the Treasury Board and the Auditor General. There are many aspects of academic change and quality assurance that enhance the experience of students at the University that are the remit of Senate, including new academic program development, modifications to academic programs, the retooling or reimagining of academic programs, and, at times, closing of academic programs.

As part of the Provost's mandate, and under the provision of delegation under the Nipissing Act, they were asked to assess academic program health and develop a fair and reproducible system for evaluating the University's ongoing commitments to programs.

In February 2023, the Provost reported to the Board of Governors and to Senate that there were academic programs with historically low enrolments that required attention, from concerns of both financial sustainability and academic viability (specifically the staffing complement of fewer than 4 FTE faculty to support a four-year honours specialization). The Provost presented a process for the suspension of admission to academic programs, within the larger context of an Annual Program Review Process and an academic renewal process, to the Board at its February 2023 meeting. The Annual Program Review Process will provide baseline information on every program in order that both the Board and Senate can share intelligence on program health and institutional investment.

Senate requested that the Joint Committee of the Board and of Senate on Governance provide a recommendation on Senate's role in any decision regarding the suspension of programs.

The Provost has provided a set of regulations to be followed in the process of suspending admission to academic programs. The Board of Governors supports the Provost's approach to responding to the recommendations of the Treasury Board and the Auditor General, particularly with respect to concerns of financial sustainability and recognizes the role of Senate in the process to attend to any program modifications.

Regulations for the Administrative Suspension of Admissions to Academic Programs

Nipissing University recognizes that it is necessary to suspend admissions to programs from time to time. This is not the same as closing a program. Administrative suspension is temporary and does not require academic governance. Closing a program requires a positive recommendation from the principal body of academic governance, Senate.

Responsible Executive: Provost and Vice-President, Academic having delegated authority from the Board of Governors -> President -> Provost

Scope: This process applies to all credit-based undergraduate and graduate programs, or defined areas of study within a credential, such as honours specialization, specialization, major, minor, or certificate.

Admissions to a program may be suspended for two academic years. During this period, the issues of underlying concern will be redressed: if academic, like program offerings and design, through Senate; if other, like marketing and recruitment strategies, then at the unit level coordinated through the Dean's Office. After this period, the program shall be reinstated without conditions if the program is deemed sustainable; otherwise, the Dean must submit a proposal to continue the suspension for another two years. Any motion to make program changes or to discontinue the program must be presented to Senate. Only one suspension renewal is possible.

The following principles shall guide the process of program enrollment suspension:

Academic Rigour: ensuring academic quality, relevance, and response to student needs, institutional reputation

Transparency: ensuring that the review process is consultative and communicated clearly, see Appendix B Checklist.

Accountability: ensuring that the decision is consistent with the appropriate stewardship of resources, reflected in enrolments and resource distribution, and a full accounting of direct and indirect program revenues and costs

Compliance: ensuring that the consultation and decision-making process complies with the regulations set out in this policy

Typically, the suspension of enrolment to a program will be initiated by the Dean of the respective Faculty, or the Assistant Vice-President, Research, Innovation, and Graduate Studies for graduate programs. A request for suspension may also be advanced by the Provost in the case of a requirement of the Quality Council or the Academic Quality

Assurance and Planning Committee (AQAPC), based on the results from the University's annual program review process.

AQAPC is responsible for assessing the academic quality of programs and academic implications of suspending or continuing enrolment. AQAPC shall make recommendations to the Dean. The Dean shall consult extensively with the relevant faculty members of the Department or School, and with members of AQAPC.

The Dean shall assess the financial and academic implications of suspending enrolment to a program and make a recommendation to the Provost. The Provost shall make the final decision on suspension and shall advise AQAPC, the University Senate, and the Board of Governors of that decision.

Any changes to the suspension procedures must be approved by the Board.

Report of the

BY-LAWS AND ELECTIONS COMMITTEE

Academic Year 2026-27

October 9, 2026

A meeting of the By-laws and Elections Committee was held on October 9, 2026, at 11:00 a.m. in F214.

Present: K. Srigley (Chair), G. Phillips, A. Douai, T. Horton, N. Botham

Regrets: H. Teixeira

Recording Secretary: S. Landriault

The meeting was called to order. The Chair offered a Traditional Territory acknowledgement.

Motion 1: Moved by G. Phillips, seconded by N. Botham that the agenda of the October 9, 2026, By-laws and Elections Committee meeting be adopted as circulated.
CARRIED

Motion 2: Moved by T. Horton, seconded by G. Phillips that the Report of the July 9, 2026, By-laws and Elections Committee meeting be approved as circulated.
CARRIED

Business Arising from the Report

By-law 10.1.2 Faculty Council Nominations and Elections Committee
The Chair reported that she had followed up with the Deans regarding proposed revisions to By-law 10.1.2 Faculty Council Nominations and Elections Committee procedures to ensure alignment between Faculty Council practices and the By-laws governing the nomination and election of faculty members to senior administrator hiring committees. The Deans advised that the matter will be discussed at upcoming Faculty Council meetings to determine whether the current By-law should remain in place and related processes reactivated, or whether amendments are warranted. Feedback from the Faculties is expected following those discussions.

Senate Budget Advisory Committee (SBAC)
The Committee discussed the proposed amendment to By-law 9.10 to add the Provost and the Vice-President, Finance and Administration as ex officio non-voting members of the Senate Budget Advisory Committee (SBAC). Further discussion will take place at the SBAC's first meeting.

It was noted that the SBAC has not yet met this term, as two Faculty Senate representative vacancies remain unfilled despite nominations appearing on the past three Senate agendas. The committee also currently has no Chair. Members agreed that communication should be sent to SBAC members encouraging expressions of interest or nominations for the Chair position. The Committee noted that the Chair's role is primarily procedural and that the SBAC may continue to operate collaboratively and by consensus.

Members expressed a desire to see the SBAC become operational and advance its work. Should challenges persist in establishing the committee and appointing a Chair, the By-laws and Elections Committee may consider reviewing the SBAC Terms of Reference and proposing amendments to better support its effective operation.

Academic Quality Assurance and Planning Committee (AQAPC) Membership Review
Amendments to Senate By-laws (motion removed from the June 12, 2026, Senate Agenda) regarding By-law 9.4 Academic Quality Assurance and Planning Committee (AQAPC). Recommendation included in the August 21, 2026 AQAPC Report.

The Committee considered the AQAPC's recommendation to revise Senate By-law 9.4 (AQAPC Terms of Reference) by removing the Director of Institutional Planning and Analysis, the Board of Governors representative, and the undergraduate and graduate student representatives from the committee's ex officio membership and adding the Directors of the Centre for Teaching and Learning and the Office of Indigenous Initiatives.

…/2

It was noted that the AQAPC undertook a thorough review of its membership and carefully considered how best to balance faculty Senator representation and ex officio membership while maintaining a manageable committee size. Although it had previously been suggested that membership changes be deferred until completion of the Senate Governance Review, members expressed support for proceeding now rather than delaying implementation.

Members agreed that the AQAPC had completed the review requested of it and that its recommendations should be respected and advanced. Support was expressed for the inclusion of Indigenous leadership representation on the committee, given AQAPC's mandate and the University's strategic priorities. Members noted that delaying the change could hinder progress toward those objectives.

Discussion also addressed the proposed removal of student representatives. While concerns were raised regarding the importance of student perspectives and the need for improved onboarding and support for student Senators, members noted that student representation on Senate would remain and that committee membership structures could be revisited in the future if needed. It was also noted that governance review work is expected to address orientation and training for Senators.

The Provost supported moving forward with the AQAPC recommendation, while emphasizing the importance of being mindful of the service demands placed on Indigenous leaders and ensuring their participation is meaningful and sustainable. Members noted that the Director of the Office of Indigenous Initiatives had identified AQAPC membership as important and that the recommendation was developed with input from both the Office of Indigenous Initiatives and the Centre for Teaching and Learning.

The Committee reached consensus that the proposed revisions should proceed and agreed to advance the recommended By-law amendments to Senate.

- **Notice of Motion that Article 9.4.1 of the Senate By-Laws be amended as outlined below *(revisions in bold and strikethrough)*:**

1.4 Academic Quality Assurance and Planning Committee (AQAPC)
(a) *Ex Officio* and Student Members:
(i) the PVPA, or designate (Chair);
(ii) the AVPRIGS or designate;
(iii) all Deans, or designates;
(iv) the Registrar, or designate;
~~(v) the Director of Institutional Research and Planning;~~
(vi) the Executive Director, Library Services;
(vii) the Director of the Office of Indigenous Initiatives
(viii) the Director of the Centre for Teaching and Learning
(ix) the Manager of Quality Assurance and Program Innovation (non-voting)
~~(x) one (1) representative chosen by and from the Board of Governors;~~
(xi) one (1) student Senator from the NUSU Executive or designate;
~~(xii) one (1) undergraduate student representative;~~
~~(xiii) one (1) graduate student representative.~~

Moved G. Phillips, seconded by T. Horton, that the amendment of Senate By-laws Article 9.4.1, as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the November 27, 2026, Senate Agenda.
CARRIED

Teaching and Learning Committee (TLC) Membership Review
Amendments to Senate By-laws (motion removed from the June 12, 2026, Senate Agenda regarding By-law 9.12 Teaching and Learning Committee). The Committee considered a proposed amendment to Senate By-law 9.12 arising from the TLC's review of its membership structure. The TLC requested that the Director of Teaching and Learning become both the Chair and a voting member of the committee. It was noted that while the Director had previously been willing to serve as a non-voting member, this approach was inconsistent with existing Senate committee practices, as voting Senators do not serve as non-voting committee members.

The By-laws and Elections Committee agreed on the importance of including the Director of Teaching and Learning on both the TLC and AQAPC, given the expertise and perspective the position brings to those committees. Following discussion, the proposal was referred to the TLC for further consideration. The TLC subsequently indicated its support for amending the membership structure by making the Director a voting member and Chair and adding two additional faculty Senator positions, one from each Faculty.

Members discussed whether the matter should be deferred to the Senate Governance Review or advanced at this time. It was noted that the TLC has been unable to move forward effectively without a Chair and that the proposed changes would support the committee's work.

The Committee reached consensus that the proposed revisions should proceed and agreed to advance the recommended By-law amendments to Senate.

- **Notice of Motion that Article 9.12 of the Senate By-laws be amended as outlined below *(revisions in bold and strikethrough)*:**

  9.12 Teaching and Learning Committee
  (a) *Ex Officio* and Student Members:
  (i) the Dean of Education and Professional Studies~~*~~;
  (ii) the Director of Teaching and Learning **(Chair)** **~~(non-voting)~~**;
  (iii) the Executive Director of Library Services, or designate;
  (iv) two (2) undergraduate student representatives; one elected from each Faculty;
  (v) one (1) graduate student representative.
  ~~*The Dean of Education and Professional Studies will serve as pro tem Chair and call the first meeting of the Committee in September to elect a Chair and Vice-Chair.~~
  (b) Members Elected by Faculty Council:
  (i) **six (6)** ~~four (4)~~ Faculty Senators, with at least one (1) from each Faculty, ~~one of whom shall be elected to serve as Vice-Chair~~;
  (ii) two (2) non-Senator Faculty; one elected from each Faculty;

Moved G. Phillips, seconded by T. Horton, that the amendment of Senate By-laws Article 9.12, as listed above, be accepted and forwarded to the Senate Executive Committee for inclusion as a Notice of Motion in the November 27, 2026, Senate Agenda.
CARRIED

Librarian Senate Representation By-law 2.4(b)(ii)
The Chair reported on follow-up discussions regarding Librarian representation on Senate. It was noted that the current practice, whereby one Librarian serves in the designated Librarian Senate position and Librarians may also be elected as Faculty Senators through their assigned Faculty, is consistent with the existing By-law.

Members agreed that no amendment to By-law 2.4(b)(ii) is required at this time, as the Librarians supported the current process and did not request a change. The Committee also noted that a Librarian not serving in the designated Librarian Senate position remains eligible for nomination to Senate committees where Senate membership is not required and should be included on the Faculty eligibility list for committee nominations.

The Chair will respond to the request for clarification. The matter may be revisited if concerns arise in the future.

New Business

The Chair advised that the Senate Effectiveness Survey to help inform the Governance Review Process will be emailed to present and past Senators this afternoon.

The meeting was adjourned at 11:55 a.m.

Respectfully submitted,

Dr. Katrina Srigley
Chair
By-laws and Elections Committee

Motion 1: That Senate receive the Report of the By-laws and Elections Committee dated October 9, 2026.

Nipissing University
Graduate Studies Committee Report
September 9, 2026

The Graduate Studies Committee met on September 9, 2026.

Members in attendance: B. Law (Chair), N. Black, K. Clausen, N. Colborne, D.; Iafrate, S. Hansen, G. Raymer, T. Vassilev, D. Zarifa. Regrets: J. Murton.
Guests: A. McCarthy, D. Walters. Recording Secretary: L. Snoddon

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the September 9th meeting.

Updates included:

- Reminder to encourage graduate supervisors to join the National Community of Practice on Graduate Supervision and attend the free virtual webinar and discussions sessions.
- TA training modules are available to all TAs via Blackboard. The CTL will be providing a series of in-person workshops to supplement the training. Workshops are also open to graduate students who do not currently have a TA.
- Changes to Graduate Student Orientation offerings in collaboration with Summer Orientation, to offer both virtual and in-person pre-arrival information sessions in July in addition to the in-person orientation in September. We are grateful to the current and former graduate students who volunteered to participate in a panel discussion with incoming graduate students.
- Oral reports given from Recruitment and Marketing regarding admission applications and Faculty research profile web pages, respectively.

New Business Included:

- Review of the GSC Terms of Reference
- Election of a Vice-Chair for GSC. Kurt Clausen was acclaimed for a one-year term.
- Motion to adopt the 2026-2027 GSC Workplan was carried.
- Motion for GSC to endorse the Ontario Council of Graduate Studies (OCGS) Principles of Graduate Supervision was carried.

Discussions Included:

- Piloting the use of Microsoft Teams for hybrid thesis/MRP/dissertation defences as an alternative to Zoom as the preferred platform.
- Potential for development of a working group focused on AI use in Graduate Education. OCGS' guidance document, Artificial Intelligence: Considerations for Graduate Research, may serve as a basis for identifying Nipissing University-specific guidance and resources.

Respectfully submitted,

Barb Law

B. Law
Chair, Graduate Studies Committee

MOTION 1: That Senate receives the report of the Graduate Studies Committee, dated September 9, 2026.

Nipissing University
Senate Research Committee Report
October 2, 2026

The SRC met on October 2, 2026.

Members in attendance for October 2: B. Law (Chair), S. Arnocky, N. Black, C. Cho, A. Schinkel-Ivy. Absent: N. Botham. Guests: E. Moorhead (non-voting), W. MacKenzie (non-voting). Recording Secretary: L. Snoddon.

An oral report from the Office of Research, Innovation & Graduate Studies was provided. Updates included:

- A. Marcellus has accepted a new role in ORIGS as the Central Analytic Facilities (CAF) Manager.
- W. MacKenzie began new role as Research Coordinator.
- CRC in Social Epidemiology and Health Inequality search is on-going. Results of Canada Impact+ Chairs submissions delayed until October.
- ORIGS collaborated with the Director, OII to support the launch of the Indigenous Summer Research Circle, with the goal of expanding the initiative for summer 2027.
- Grand Opening of the Centre for the Study of State Violence was very well attended.
- CRC Program provided an extension for submission of the institutional CRC EDI Action Plan to December 2026. A working group is developing a draft plan that will serve as a living document.

New Business included:

- Introduction to Erin Moorhead, Scholarly Communications and Research Data Librarian, and information about the upcoming release of the Tri-Agency Open Access Policy and research data management initiatives.
- Review of the SRC Terms of Reference.
- Nominations sought for SRC Vice-Chair.

Discussion items included:

- Institutional Research Security Plan, as mandated by MCURES, will be developed by a working group for the January 2027 deadline.
- SRC Workplan for 2026-2027
- Research Services offerings for 2026-2027 and suggestions received through the August Faculty Engagement Survey.

Respectfully submitted,

Barb Law

B. Law
Chair, Senate Research Committee

Motion 1: That Senate receives the report of the Senate Research Committee, dated October 2, 2026.

Nipissing University
Senate Research Committee Report
October 30, 2026

The SRC met on October 30, 2026.

Members in attendance for October 30: B. Law (Chair), S. Arnocky, N. Black, C. Cho, A. Schinkel-Ivy.
Guests: W. MacKenzie (non-voting). Absent: N. Botham. Recording Secretary: W. MacKenzie.

Reports from the Office of Research, Innovation & Graduate Studies were distributed prior to the meeting. Updates included:

- The Ontario Council on University Research (OCCUR) met October 27-28 in Ottawa. Discussion topics included the Defence Industrial Strategy and related funding opportunities, increased Tri-Agency grant application numbers, CIHR's proposed changes to the Project Grant competition to address low success rates and opportunity to provide feedback.
- CRC EDI Action Plan working group met in October to confirm the timeline and approach to development of plan for the December 4, 2026 CRCP deadline.
- The Institutional Research Security Plan working group met in October to review the MCURES directive and approach for development of the plan for the January 31, 2027 deadline.
- The results of round 2 of the Eddie Goldenberg Chairs (formerly named Impact+ Research Chairs) program were released in early October. NU did not receive any chairs in the competition.
- The CRC in Social Epidemiology and Health Inequity search is now complete. ORIGS is working with the candidate to develop their CRC nomination package.

New Business included:

- Review of the proposal for the Centre for Rare and Young Onset Dementia Research, submitted by Dr. Mary Pat Sullivan. SRC approved a motion to recommend Senate approve creation of the Centre for Rare and Young Onset Dementia Research.
- Discussion of the Tri-Agency's Open Access Policy on Publications (2026), which will apply to agency grants and Chair awards awarded on or after January 1, 2027. New requirements will apply to both researchers and post-secondary institutions. More information will be shared when the Tri-Agency provides further details.
- Election of a Vice-Chair. Alison Schinkel-Ivy was acclaimed for a one-year term.

Discussion items included:

- Adoption of the 2026-2027 SRC work plan.
- Feedback on tentative research services events schedule for 2026-2027.

Respectfully submitted,

Barb Law

B. Law
Chair, Senate Research Committee

Motion 1: That Senate receives the report of the Senate Research Committee, dated October 30, 2026.

Motion 2: That Senate approve creation of the Centre for Rare and Young Onset Dementia Research.

Approval Package Contents

1. Background for Motion (p. 1)
2. Proposal for creation of the Centre for Rare and Young Onset Dementia Research (p. 2-21)
3. Recommendations from Dean, EPS; Director, Facilities; VPFA; AVP RIGS (p. 22-26)

Background for Motion

The Senate Research Committee (SRC) received the proposal for creation of the Centre for Rare and Young Onset Dementia Research, led by Dr. Mary Pat Sullivan.

In accordance with Nipissing University's Centre's and Institutes Policy (approved January 2025), the proposal was reviewed by the appropriate Faculty Dean (EPS), Director of Facilities, VPFA, and AVP RIGS. All made recommendations in support of the creation of the Centre.

At the October 30, 2026 meeting, SRC reviewed the proposal and passed a motion recommending that Senate approve creation of the Centre for Rare and Young Onset Dementia Research. Suggestions for minor edits to the proposal were shared with Dr. Sullivan and a revised version was submitted for Senate's consideration.

CENTRE/INSTITUTE PROPOSAL TEMPLATE

NOTES ABOUT THE TEMPLATE

Length: Although there is no page limit, aim for a submission of 6-10 pages (not counting attachments), with a view to addressing comprehensively each of the criteria in Appendix A of the *Centres & Institutes* policy. You may attach Gantt charts, organizational charts, etc., to support the proposal's text.

Approaches to leadership and knowledge generation: The headings below are provided to help applicants address the policy's criteria; they are not meant to be prescriptive. Applicants may adapt the sections and vocabulary as needed to better represent the governance models and knowledge systems they are proposing to use. For example, a centre proposing research co-led with community members may present a stewardship model of governance and more emergent research plans.

RESEARCH PLAN

Applying for the status of: ☒ Centre ☐ Institute

Name of proposed entity: Centre for Rare and Young Onset Dementia Research

Lead Researcher/Director: Dr. Mary Pat Sullivan

1.1 PURPOSE OF CENTRE OR INSTITUTE

Formalizing a Centre for Rare and Young Onset Dementia Research (CRYDR) at Nipissing University (NU) will showcase the existing research and knowledge translation strengths of both NU and Rare Dementia Support (RDS) Canada. It will strengthen our capacity to recruit faculty, researchers, and graduate students while expanding our network of collaborators. By providing a platform for innovation, CRYDR will make a distinctive contribution to NU's strategic priorities and enhance both the university's and RDS Canada's reputation, recognition and influence in the Canadian higher education and health care landscape.

RDS Canada's vision is for everyone affected by rare or young onset dementia to have access to the right information, tailored and continuous support, connection with others affected by similar conditions in a space of mutual respect and understanding. Our primary goal is to offer information and *advice*, develop a support *community* of people with lived experience and dedicated practitioners, and engage in ongoing *learning* through education and **research** about what support works, when it works best, and how it impacts well-being. This is achieved through **research – support – education pillars**.

Informed by a 5-year *ESRC/NIHR* (UK) funded study (£4 million) (2019-24) led by the world leading University College London Dementia Research Centre with Dr. M.P. Sullivan, and following a successful 3-year proof of concept phase at NU (2021-24) funded by *The Hilary and Galen Weston Foundation* (HGWF) ($400k), RDS Canada is currently aiming to grow our research activities, develop and deliver further educational initiatives, and increase support delivery across Canada (Merson Consulting, 2023). Following an implementation evaluation (*Ontario Brain Institute*, 2024-25), the goal now is to expand the team and portfolio of activities to establish RDS Canada at NU as a leading and state-of-the-art centre for rare dementia research, support and education. Present-day evaluation and scaling activities are funded by a $750,000 *Canadian Institutes for Health Research* grant (2024-28) and a further $5 million in funding from the HGWF (2025-29) also led by Dr. M.P. Sullivan.

1.2 RATIONALE FOR CENTRE OR INSTITUTE

This could include why centre/institute status is appropriate for the proposed activities and how this status adds value beyond what could be achieved through other forms of collaboration.

CRYDR would become one of the three intersecting pillars for RDS Canada. Learning through knowledge development, and knowledge both translated and mobilized to our support and education pillars, is the foundation of RDS Canada's model. CRYDR will facilitate the following:

- *Addressing a global health priority:* The World Health Organization first announced dementia as a global public health priority in 2012 due to population aging. Despite major advancements in medicine and understandings of diverse underlying pathophysiology since then, disease modifying therapies have had only limited success and no cure is in sight. Social supports for affected individuals and families, although developed for older people with typical Alzheimer's disease, remain strained as government intervention continues to decline.
- *Acting as a host institution for an emerging research network both nationally and internationally:* The proposed CRYDR is already part of an emerging international network of centres, currently across 4 countries (UK, Canada, Australia, and Japan), that are rolling out a similar model to address the impact of rare and young dementia. Whilst supporting people affected by rare dementia is an emerging field, our collective research teams have established growing evidence of impact through peer reviewed research and documented case studies. CRYDR is well positioned to build a growing network of research and community collaborators across Canada and to develop a research portfolio that strengthens the dementia care and support landscape locally, nationally, and globally.
- *Funding attraction and leverage from both impact donors and research grants:* Dr. Sullivan and NU colleagues have already secured a lead donor for the establishment of RDS Canada at NU. There remains an expectation from our lead donor, however, to attract additional impact donors to further scale rare dementia support across Canada, and the generation of new knowledge in the dementia sphere. The establishment of a formal research centre will help to showcase our work to encourage additional donor interest. Research grants will also require a dedicated lead centre that can confidently deliver large collaborative research projects and ensuing knowledge mobilization activities. Moreover, the ongoing development and evaluation of rare dementia support activities and interventions will be essential to ensuring that NU remains a leader in rare dementia support.
- *Dedicated space and infrastructure to operate RDS Canada:* RDS Canada is uniquely equipped with a growing membership (i.e. clinicians, support workers, individuals living with rare dementia and their family members), that serve as a **research and training ecosystem** via our direct support services (both in-person and on-line). Current planning for a new location to house RDS Canada includes dedicated and innovative spaces for researchers. This new physical space will also offer multiple purpose rooming where both educators and researchers work alongside support practitioners further embedding knowledge translation in each endeavor (see Hawkins/Brown, 2026).
- *Teaching and training in an emerging field:* CRYDR will attract students to existing health-related and other programs (e.g., social work, nursing, community planning, psychology, kinesiology) which will expand training opportunities in aging and dementia, as well as attracting graduate students and faculty to new research opportunities in 'the human condition' such as public health, gerontology, neuropsychology, neuroscience, kinesiology and related subject areas at NU.
- *Mobilization of new knowledge:* RDS Canada is among an emerging network of academic centres globally that are pioneering new interventions to support individuals with rare dementia and their families. The establishment of CRYDR will further facilitate dissemination and mobilization of new interventions and impact studies through peer-reviewed publications, public engagement activities, policy development, practice guidelines and information sharing with practitioners (e.g., medicine, nursing, social work, occupational and physical therapy) and global partners.

1.3 OBJECTIVES OF CENTRE OR INSTITUTE

Delineate short-term (first 5 years) and long-term objectives (if known). This section should also discuss the extent to which the entity's objectives align with priorities expressed within NU's Strategic Plan, the Academic and Operational Plan, and the Strategic Research Plan.

Driven by Canada's diverse landscapes and peoples and the lives of the people we support, CRYDR's overall goal is to understand: (i) the social, emotional, health, economic and relational impact of a rare dementia diagnosis on an individual and family; (ii) what support works best for whom, when and how; and (iii) how to build resilient communities of support for people affected by rare dementia and an aging population. By researching alongside and with RDS Canada's support and education pillars and using a co-production approach, the gap between knowledge production and 'real world' experiences is meaningfully changed (*Pathways – Commitment B*).

The objectives set out below align with NU's strategic plans in the following ways:

- A focus on aging and health and opportunities to explore aging and health in northern regions (*The Human Condition Research Strategy Theme; Pathways – Commitment C*).
- A focus on Canada's diverse peoples living in diverse places (*Pathways*, *Indigenous and Decolonial Research and Inequality Research Themes*).
- A commitment to both student and faculty recruitment, "talent development" and retention via engagement in high-quality research and knowledge mobilization (*Academic and Operational Plan*).
- Maintaining our connections to the global community (*Academic and Operational Plan*).
- Establishing a new physical centre for RDS Canada that is connected to water, land and place (*Pathways – Commitment B*).
- A commitment to the core principles set out in the RDS Canada Advisory Circle's Terms of Reference: (i) ensure the experiences and priorities of people affected by rare dementia inform discussions and recommendations; (ii) work collaboratively with RDS Canada and key partners to help shape priorities and advise on practical solutions and initiatives across the three program pillars (research, support, and education); (iii) provide honest and independent advice and bring diverse perspectives to meeting discussions; (iv) recognize the diversity of people and communities affected by rare dementia across Canada and promote equitable access to support, education, research opportunities. (*The Human Condition Research Strategy Theme; Pathways – Commitment C; Academic and Operational Plan*).

Short term objectives are to:

1. Host a launch event to bring together internal and external colleagues to establish connections that can inspire CRYDR membership, future projects and funding applications, and partnerships.
2. Develop a concise research strategy that articulates its research priorities, identifies opportunities for collaboration and funding, and guides the development and implementation of all research activities.
3. Establish a dedicated network of collaborating researchers, institutions, and public and private sectors, locally, nationally and internationally.
4. Mentor staff to consolidate their research, critical-thinking, and grant-writing skills; support participation in creative knowledge mobilization; and foster engagement in rewarding research collaborations.
5. Develop, test, and validate innovative research methods that strengthen the depth, relevance, and applicability of findings to rare dementia.
6. Develop a strategy and advance curriculum to attract academic trainees and graduate students.
7. Advance plans for a physical location to house the CRYDR within RDS Canada.
8. Create a dedicated section of the RDS Canada website to showcase the Centre's achievements.

Longer-term objectives are to:

1. Sustain a program of leading-edge research, interdisciplinary and creative collaboration, and knowledge translation, while establishing the CRYDR as a respected academic and training destination for faculty and/or early-career researchers and other research collaborators.
2. Build sufficient supports to enhance research capacity, including internal and external research opportunities for faculty, post-doctoral fellows and graduate students, and a new *Canada Research Chair* (CRC).
3. Establish a new graduate program in gerontology (*MSc Gerontology*) to build and support graduate student contributions to the Centre.
4. Mobilize rare dementia knowledge and research methods through a bi-annual scientific symposium on rare dementia, short-term visiting research fellow opportunities and research exchanges with partnering institutions.
5. Establish a physical research home within RDS Canada.
6. Collaborate with RDS Canada to sustain an integrated model of rare dementia support across its research, support, and education pillars.

1.4 HISTORY OF COLLABORATION AND SCHOLARLY PRODUCTIVITY

Use this section to address the criterion of 'Quality/Research Excellence.'

Many of RDS Canada's collaborative networks have been established through the work of Dr. M.P. Sullivan. Internal academic collaborations are limited; and we will continue to work on building connections (launch event) where there are obvious affiliations in academic programs such as nursing (e.g., Dr. M. Komakech), education (e.g., Dr. T. Benevides), child & family studies (e.g., Dr. R. Vernescu), kinesiology (e.g., Dr. K. Kavinen), sociology (e.g., Dr. T. Smith), criminology (e.g., Dr. R. Hoffman), community planning and others.

National and international external collaborators are more developed, including relationships with leading scientists in the dementia field (e.g., Crutch et al. at University College London; Piguet et al. at University of Sydney; Holben, York University; Bronskill, University of Toronto), colleagues focusing on dementia education (e.g., McGill University Dementia Education Program; The Avila Institute of Gerontology, USA), and other dementia charitable organizations and health care providers (e.g., University Health Network Memory Clinic, Island Health Victoria, Alzheimer's Society of Alberta). Of particular interest is to establish a relationship with the Northern Ontario School of Medicine (NOSM) University. Whilst Dr. Sullivan is working with individuals associated with NOSM University, a more formal collaborative arrangement for ongoing research and education collaboration through a memorandum of understanding is desired. A more comprehensive review of current collaborators is available in Appendix 1.

Dr. Sullivan's scholarly productivity is exemplary and evidenced by publications in highly regarded peer-reviewed journals (e.g., Canadian Journal of Neurology, Ageing and Mental Health, Brain Sciences, Frontiers in Dementia, BMC Geriatrics) and practitioner facing journals (e.g., Journal of Dementia Care). In addition, regular conference presentations (e.g., Alzheimer's Association International Conference) and community engagement activities have strengthened her profile and visibility across academic and public audiences. Further details of scholarly productivity specific to dementia are available in Appendix 2. These publications reflect her contribution to knowledge development in an emerging and growing research arena such as rare and young onset dementia, interdisciplinary research collaboration, implementation science, research methods innovation, co-research with people with lived experience and mentoring PhD students.

Led by Dr. Sullivan's research outputs, RDS Canada's support and research teams have continually engaged in both public and creative activities. For example, (i) Dr. Sullivan's research team produced a new *Rare Dementia LibGuide* with the Harris Learning Library emerging from the successful *Living Stories: A Moment with Rare Dementia* in March 2026; (ii) early in September Dr. Sullivan responded to

an invitation to comment on the Ministry of Health and Ministry of Long Term Care's draft *Dementia Strategy for Ontario*; (iii) A sharing circle at the North Bay Indigenous Friendship Centre was held in June 2025 called *Exploring Rare Dementia Through an Indigenous Lens*; (iv) Dr. Sullivan and colleagues developed *Clinical Guideline for Social Isolation and Loneliness* (2024) for the Canadian Coalition on Seniors' Mental Health; (v) RDS Canada was involved as an educational contributor to the opera production of a re-considered *Bluebeard's Castle* at the *Against the Grain Theatre* in Toronto (2023); (vi) An exhibition of eco-maps and photos from Dr. Sullivan's study funded by RTO/ERO *Sip & Sonder: Connections with Self, Family, Community and the Natural Environment* was held at the North Bay Museum in November 2023; (vii) *There is So Much I Could Say* (2022) representing a collaboration between Dr. Sullivan and other researchers, poets and people affected by rare dementia was published; (viii) This poetry also featured as part of *The Canadian League of Poet's* cross-pollination series in 2022 involving a facilitated conversation between Dr. Sullivan and poet, Martha Gould; (ix) In December 2023, the *Talking Lines* study (2023) befitted an exhibition of lines at the Drawing Room in south London (UK); and (x) Dr. Sullivan served as a consultant to screenwriter and director Harry McQueen on *Supernova* (2020), starring Colin Firth and Stanley Tucci. Further examples of public engagement are set out in Appendix 3.

1.5 EXPECTED OUTCOMES

Describe expected short-term outcomes (first 5 years) and long-term outcomes, as appropriate.

Building on our success to date, our long-term outcome is to build RDS Canada at NU as an academic Centre of excellence for rare dementia in Canada, building on the growing network of RDS centres across the globe. CRYDR, representing the research pillar and its close intersection with the support and education pillars, will significantly contribute to achieving this outcome. This aim has received full support from NU's senior team.

We are confident that within the next 5 years short-term outcomes, based on the objectives set out in Section 1.3, are achievable given various initiatives are underway at this time. Whilst a robust research and knowledge translation strategy needs further development, our focus has been, for example:

- Multi-generational family support (e.g., optimal support [what, when, how] for children, young adults, spouses/partners, and parents and siblings), culturally and linguistically appropriate support, and continuous support strategies;
- Living with dementia and maintaining optimal physical, mental, and social health (e.g., pathways to and from health sector interactions; dementia-friendly sports; building, maintaining or restoring connections [people, self, natural environment], young onset dementia and women's health);
- Individual, family and health practitioner decision making (e.g., employment, financial, care transitions, end-of-life);
- Social, physical and cognitive rehabilitation;
- Building and innovating technology enhanced or virtual spaces for support connection (i.e., minimizing geography as a barrier to receiving specialist support);
- Expressions of living with dementia (mind, body, spirit) through language, art, culture, environment and tradition; and
- Innovative experiential educational development, delivery and evaluation.

We recently recruited two new postdoctoral fellows who will join us from McMaster (Ariel Kwegyir Tsiboe) (Health, Aging and Societies) and Wilfred Laurier (Hailey O'Neil) (Kinesiology) universities supported by a gift from *The Peacock Family Foundation*. In June, we organized a 2-day campus visit and multi-partner conversation with Hawkins/Brown Architects (UK) to prepare a vision (people, place and function) for a physical building for RDS Canada which includes optimal space for researchers and the work they do.

1.6 STUDENT AND TRAINEE ENGAGEMENT

Describe existing and proposed support of highly-qualified personnel (HQP), which may include students, postdoctoral researchers, technicians, artisans, tradespeople, research assistants and associates.

Because staff and student/trainee roles intersect with each of RDS Canada's pillars, there is a consistent approach to engagement across each. The intent of our newly developed continuing professional development framework for all positions is set out as: (i) build staff knowledge of rare dementias across all levels; (ii) strengthen specialist expertise and consistency of practice; (iii) embed research and lived experience into everyday practice; (iv) build organizational capacity for education, support, research, and system impact; and (v) support staff growth, progression and leadership development.

RDS Canada's research pillar is currently staffed by 1 research assistant (until April 2027), a knowledge broker (until February 2028) and 2 postdoctoral fellows (until October 2028 & March 2029). We have employed 15+ undergraduate research assistants over the past 6 years. Students have had the opportunity to delve into research literature, collect data, participate in project meetings, work with people with lived experience to develop research topics and contribute to knowledge mobilization events.

RDS Canada's specialty support pillar is currently staffed by an Administrative and Operational Director (MBA), 2 Special Support Advisors (MSW and NP-PHC) and an administrative assistant (MSc). Other staff positions are pending. We are currently supervising 4 clinical placements including 2 social work (BSW, MSW) and 2 nursing (BScN) students. Previous student training has included social work and business students. In 2024, we were a host site for approximately 12 NOSM medical students for their community placement rotation.

With the establishment of CRYDR and the expansion of the RDS Canada's education pillar, we intend to expand our practices described above and develop more novel learning opportunities from our research. For example, we are currently planning for multi-disciplinary placements for the delivery and evaluation of a summer camp for youth with a parent living with dementia. As is our practice, students will work with and alongside both researchers and support practitioners.

As the research team expands and new funding opportunities emerge, we will recruit additional research staff and early- and mid-career researchers, including an application for a *Canadian Research Chair and a MSc Gerontology*. These roles will provide hands-on opportunities to strengthen research skills, complemented by exchanges with RDS centres around the world.

1.7 KNOWLEDGE MOBILIZATION PLAN

Describe your plans for knowledge dissemination, translation, and community engagement.

Knowledge mobilization is embedded in RDS Canada's evidence-based model and integrated across its three interconnected pillars. This integrated and translational approach is the strength of our work. We will continue to share findings through established channels, including peer-reviewed publications. However, our distinctive asset lies in our direct relationships with the people we support and our close connection to education. These relationships enable knowledge to move quickly between research, practice, learning, and lived experience. Rather than treating knowledge mobilization as a separate activity, CRYDR will embed it throughout its work, ensuring that evidence is translated into accessible information, educational initiatives, and practical improvements in support:

Congratulations on the launch of RDS. As I was able to connect with Nipissing this morning, I must stress how impressed I was in particular with Dr. Sullivan. She spoke so eloquently and her description not only of RDS but the journey we face with rare dementias. Thank you for your commitment and dedication to assisting and supporting all of us here now and those yet to come to deal and to manage. I am so grateful to

be a part of RDS as my wife would always state prior to her losing her words, if there's anything we could do to help others in similar situations, she wanted us to be there. (RDS Canada member)

1.8 OTHER BENEFITS TO THE UNIVERSITY AND COMMUNITY

- *Strengthening NU's national reputation:* At this time, RDS Canada at NU supports approximately 1,300 families and practitioners across the country, bringing the university into homes and professional settings every day. Our research extends and deepens this research through our partnerships, publications and other dissemination activities. For example: "*I was recently at a national university CIO meeting in Montreal and met* [name] *whose family member is engaged with your research and supports. This person could not say enough wonderful things about all that you do, and I promised I would reach out and pass that along. You are making an incredible difference in lives."* (NU staff)
- *National and international leadership*: CRYDR would be the first centre of its kind in Canada, creating an opportunity to establish a distinctive centre of excellence and strengthen national research leadership in rare dementia. Partnerships with colleagues in the UK, Australia, and Japan also position NU to lead in specialized areas that complement the expertise of its international partners.
- *Supporting families affected by rare dementia through innovative models:* By developing and evaluating innovative support models, we demonstrate tangible real-world impact and reinforce our commitment to individuals, families, and communities affected by rare dementia.
- *Positioning NU as a destination for dementia education and training*: By expanding our reach and strengthening our reputation, NU can become a destination of choice for students pursuing careers in dementia research or professional practice.

GOVERNANCE & OPERATIONAL PLAN

2.1 ADMINISTRATIVE STRUCTURE

Describe the proposed formal structure, including the composition and role of the governing board or committee. Include an organizational chart to illustrate roles and responsibilities.

The new Centre for Rare and Young Onset Dementia Research will be led by RDS Canada's founder, Dr. Mary Pat Sullivan. The Director is a senior leadership role responsible for providing comprehensive oversight of RDS Canada, shaping and steering strategic direction across research, support and education, driving high-impact initiatives, and influencing organizational outcomes at scale. This role combines deep subject-matter expertise, executive-level judgment, the ability to lead through influence across teams, functions, and diverse interest holders, and ensuring excellence in delivery to strengthen influence across research, education, dementia care and support delivery, and public understanding.

The Director serves as an advisor to Nipissing University's senior leadership team and as a partner to the RDS Canada Administrative and Operational Director. In this role, the Director ensures RDS Canada's work is evidence-informed, inclusive, and impactful in advancing long-term success. The Director also chairs the Steering Committee reporting to the HGWF on progress toward the key performance indicators outlined in the funding agreement. A draft organizational chart for RDS Canada is available in Appendix 4.

The Director's responsibility for providing strategic leadership and overseeing a high-quality, ethical, and impactful research program is supported by two complementary bodies: Steering Committee**:** Provides strategic guidance and oversight for the Centre's research program. RDS Canada Advisory Circle**:** Brings broader lived experience and health practitioner perspectives to support alignment with RDS Canada's mission and priorities. A draft Terms of Reference for the Steering Committee is included in Appendix 5.

2.2 MEMBERSHIP

Describe the proposed membership structure, including the following:

a) Types – such as member, ex-officio member, associate member, student member, etc.;
b) Eligibility for membership;
c) Voting rights;
d) List of founding members and lead researcher/director (include affiliations for external members); and
e) Procedures for the election or appointment of the steering committee, director, and new members, and termination of membership, as warranted.

Note that, as indicated in the Procedure, the Terms of Reference may be in draft form (i.e., not yet adopted) at time of application.

RDS Canada's support community comprises members who are people affected by rare dementia or practitioners working in the sector. Because RDS Canada's three pillars are closely interconnected, members with lived experience and practitioner members will contribute to the Steering Committee through the RDS Canada Advisory Circle.

Membership in the proposed CRYDR Steering Committee is reserved for individuals who contribute directly to the administration or delivery of research as follows:

- *Faculty members:* Contribute intellectual leadership, expertise to specific research projects, publications, educational activities, grant applications, or other centre initiatives. Faculty members are internal to NU. May participate on the Centre's Steering Committee.
- *Associate members*: Build inter-institutional collaborations, contribute specialized expertise, joint research, and partnership opportunities. Associate members are based at a recognized university.
- *Early-Career Researchers/Trainee members:* Participate in research, training, professional development, knowledge mobilization, and centre activities; contribute to the research community. Includes graduate students and postdoctoral fellows.
- *Honorary members:* Provide recognition, mentorship, or occasional advice based on distinguished contributions to the Centre's field of expertise.
- *Governance:* Provide strategic and intellectual leadership, contribute to the centre's research agenda, and participate in governance and decision-making. Members of the Steering Committee are appointed by the Director. See a draft Terms of Reference in Appendix 5. Decisions are made through a process of simple consensus rather than formal voting.

Individuals interested in membership will submit a brief membership application (to be developed) outlining their academic or professional background, research interests, relevant expertise and anticipated contributions to the Centre. Applications are reviewed and approved by the Director. The Steering Committee will review membership periodically to confirm continued alignment with the Centre's mandate and membership expectations.

2.3 FINANCIAL PLAN

*Include a detailed budget proposal for **five** years that includes all annual operation costs, anticipated and secured revenue from all sources (e.g., University, government, industry, recovery of indirect costs, royalties), as well as plans for achieving financial self-sufficiency through external cost recovery. Use the C&I Budget Template spreadsheet along with narrative to provide further explanation and describe plans for achieving self-sufficiency.*

Centre or Institute Budget Template ? *Connect with ORIGS if you have questions about formulating the budget for a C/I.*

	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	Total	$ Secured	$ Anticipated
OPENING BALANCE/CARRY FORWARD		$ 1,322,395	$ 1,159,992	$ 890,587	$ 413,969	-$ 70,077		

REVENUE - Indicate whether secured or anticipated	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	Total	$ Secured	$ Anticipated
Ensure that any anticipated revenue from grant funding will only support costs eligible for that grant and not funding available for indirect or general operations.								
RDS Funding- Approx Start $2,000,000 + 1 M	$ 1,200,000	$ 300,000	$ 200,000			$ 1,700,000		
Peacock Foundation	$ 250,000					$ 250,000		
CIHR	$ 368,000					$ 368,000		
						$ -		
TOTAL REVENUE	$ 1,818,000	$ 300,000	$ 200,000	$ -	$ -	$ 2,318,000		

EXPENSES - RDS	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	Total	$ Secured	$ Anticipated
Administrative Expenses: *(add rows as required)*								
Administrative Personnel						$ -		
Mary Pat Sullivan - Course Release 3/5 Salary	$ 200,000	$ 206,000	$ 212,180	$ 218,545	$ 225,102	$ 1,061,827		
Director (includes 25% Benefits)	$ -	$ -	$ -	$ -	$ -	$ -		
Office Coordinator	$ -	$ -	$ -	$ -	$ -	$ -		
Specialist Support Adviosr	$ -	$ -	$ -	$ -	$ -	$ -		
Specialist Support Adviosr	$ -	$ -	$ -	$ -	$ -	$ -		
						$ -		
Office Equipment & Software:						$ -		
Zoom	$ -	$ -	$ -	$ -	$ -	$ -		
Intuit	$ 420	$ 433	$ 446	$ 459	$ 473	$ 2,230		
Travel:						$ -		
Mary Pat Sullivan	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 125,000		
xxx						$ -		
Meeting expenses:						$ -		
Collabortor Meetings	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 50,000		
Scientifice Conference	$ 10,000							
Honouraiums	$ 8,800	$ 9,064	$ 9,336	$ 9,616	$ 9,904	$ 46,720		
Ongoing costs for space:						$ -		
Overhead	$ 17,385	$ 17,907	$ 18,444	$ 18,997	$ 19,567	$ 92,299		
xxx						$ -		
Other costs						$ -		
Indigenous Advisory Circles	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 12,500		
YOD and Health Service Use Project	$ 30,000	$ -	$ -	$ -	$ -	$ 30,000		
Total Administrative Expenses	**$ 304,105**	**$ 270,903**	**$ 277,905**	**$ 285,117**	**$ 292,546**	**$ 1,420,577**	$ -	$ -
Research Expenses: *(add rows as required)* ***CIHR***								
Research Personnel:						$ -		
Co-Investigators x 2	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 16,000	$ 80,000		
External Collabortors x 2 $12000 each	$ 24,000	$ 24,000	$ 24,000	$ 24,000	$ 24,000	$ 120,000		
Postdoc-H.O'Neil Peacock 2027-2029	$ 70,000	$ 70,000	$ 70,000	$ 70,000	$ 70,000	$ 350,000		
Postdoc#2 Peacock 2027-2029	$ 70,000	$ 70,000	$ 70,000	$ 70,000	$ 70,000	$ 350,000		
Research Supplies:						$ -		
Printing/Supplies/Postage	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 7,500		
xxx						$ -		
Travel:						$ -		
Postdoc	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 25,000		
Postdoc	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 25,000		
Total Research Expenses	**$ 191,500**	**$ 191,500**	**$ 191,500**	**$ 191,500**	**$ 191,500**	**$ 957,500**		
TOTAL EXPENSES	**$ 495,605**	**$ 462,403**	**$ 469,405**	**$ 476,617**	**$ 484,046**	**$ 2,378,077**		
IN-YEAR (Surplus/Deficit)	**$ 1,322,395**	**$ 1,159,992**	**$ 890,587**	**$ 413,969**	**-$ 70,077**			

Funding and Expense Summary	
Opening Balance (Year 1)	$ -
Total Revenue (Total Years)	$ 2,318,000
Total Available Funding	**$2,318,000**
Total Expenses (Total Years)	$ 2,378,077
Net Position	**-$ 60,077**

At this time, operational funds for the research Centre are secured for the first 4 years of operations, by parsing out projected research revenue and expenses from those for education and support as allocated by the $5M funding received from the HGWF over a 5-year period. In addition, through funding earmarked to operational and administrative costs from the HGWF gift, the incidental administrative costs associated with the Centre will be absorbed. Funds from CIHR remain in place until the end of 2028 and The Peacock Family Foundation funds for 2 post-doctoral fellows will be available into year

three as those salaries have been offset by other eligible funds. The Centre will not demonstrate a funding short fall until year five of the funding. Over the next two years additional grant applications will be developed. It is anticipated that access to additional research funding will cover the shortfall of $70,000 in year 5 of operations. This shortfall is due to a gradual decrease in funding from the HGWF and assume no other future revenue.

Whilst there are no KPIs for specific research funding in this application, the review and submission to a range of public and private funders (e.g., SSHRC, CIHR) is underway and fits within RDS Canada's broader sustainability plan. Currently, we have submitted applications with over $200K in funding (e.g., Canada Council for the Arts; Toronto Arts Councils, McLean Family Foundation, Jackson Family Foundation). This is in addition to an international application in progress (Economic and Social Research Council, UK).

2.4 RISK ASSESSMENT

List and briefly describe risk factors that have the potential to cause harm (financial, reputational, etc.) to the entity or the university, including those related to research security. Identify risk management strategies that the centre/institute will undertake to mitigate these risks.

Financial Risks	**Mitigation Strategy**
Ongoing support from lead sponsor is not guaranteed. Research funding applications unsuccessful.	▪ Clearly articulated strategic plan with milestones and quarterly reporting. ▪ Engage additional funder support, in collaboration with NU, to showcase the impact of RDS Canada. ▪ Engage additional grants and government programs to further leverage funding for research mandate and dissemination of knowledge development and support activities across Canada.
Future infrastructure (physical centre) delayed/cancelled due to lack of funding support.	▪ Showcase vision for physical building, along with architectural drawings to current and prospective funding supporters. ▪ Develop business plan and financial plan to outline specific costs and return on investment. ▪ Develop a proactive plan for alternative space options (Strategic Advisory Committee for RDS Canada).
Recruitment of faculty and additional personnel delayed by funding.	▪ Five-year RDS Canada funding commitment achieved that will allow for scaling of personnel and recruitment of key people. ▪ Partner with NU on engaging additional government funding (e.g. CRCs) to support recruitment of additional faculty.
Reputational Risks	**Mitigation Strategy**
Minimal support for RDS Canada and CAYDR may delay scaling of initiatives and limiting the collaborative partnership opportunities.	▪ Establishment of CRYDR as a formal research Centre at NU creates a mechanism to directly engage collaborative partners with the program. ▪ A research Centre of NU and part of RDS Canada enhances its reputational "currency" through stronger institutional ties that will help to grow and scale all initiatives across all pillars.
Research Security	**Mitigation Strategy**
Unauthorized access or interference or theft of research outputs.	▪ Ongoing cybersecurity training for all staff. ▪ Data management plans are in place. ▪ Access protocols established. ▪ Research partnership agreements articulate intellectual property clauses. ▪ Verifying credentials of all members of the research team. ▪ Agreement on publication strategy. ▪ Reporting mechanisms in place with Research Office.

2.5 INSTITUTIONAL COMMITMENTS

Proposals must clearly define any short- and long-term commitments the University will be asked to make to the centre or institute, if applicable. This should cover, for example, all infrastructure support, including accounting, administrative, marketing, and UTS support.

No additional University commitments are anticipated beyond those already established through the HGWF gift.

2.6 PHYSICAL RESOURCES

Identify any required research facilities (e.g., space, equipment, library holdings, laboratories). Indicate if members currently have access to these facilities or if these are new requests.

In June 2026, Hawkins/Brown prepared a visioning document for a physical space that would house RDS Canada and a new research centre. The document is currently under review by a sub-committee of the RDS Canada Strategic Advisory Group at NU.

2.7 STAFF REQUIREMENTS

Identify any staff requirements, with an indication of how they will be met.

No additional staffing is currently required.

SUPPORTING DOCUMENTS

3.1 ATTACHMENTS

List any attachments in the order that they will appear. This section may include:

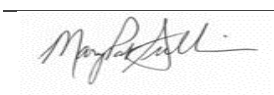
Letters of support from external members/organizations - Letters of support should include any commitments or agreements to provide funds, space, teaching release time or other resources (e.g., clerical support), and must be signed by those authorized to make such commitments. Letters of support are particularly important for supporting applications for Institute status.

Appendices:

1. Examples of current collaborators
2. Scholarly activities
3. Examples of public engagement/creative activities
4. RDS Canada Organizational Chart
5. RDS Canada Research Centre Steering Committee Group Terms of Reference

3.2 SIGNATURE PAGE

This page (or one like it) must include signatures from all individuals listed as part of the centre or group. By signing this page, individuals confirm that they agree to their role as indicated in the proposal. To simplify the process of obtaining signatures, consider saving the final application as a pdf before sharing it with members to sign.

Name (printed or typed):	**Signature:**	**Date:**
Mary Pat Sullivan		25 October 2026

Appendix 1: Examples of current collaborators

Collaborator(s)	Institution	Research/Support/Education
S. Crutch, A. Suárez-González, J. Stott, C. Harrison, N. Zimmerman, K. Yong, C. Hardy, E. Harding, O. Hayes et al. (Memorandum of Understanding, 2024)	Institute of Neurology, Dementia Research Centre & RDS UK, University College London, London, UK	R, S, E
S. Bronskill	Institute of Health Policy, Management and Evaluation, University of Toronto & ICES, Toronto, CA	R
D. Savage	Northern Ontario School of Medicine & ICES North, Sudbury, CA	R
J. Cerasuolo & T. Lalva	ICES North, Sudbury, CA	R
V. Barnett, E. Soni & G. Hards	Making Art Making Change, Toronto, CA	S
Sr. Siobhan O'Keefe	Anna Trust, Rome, IT	E
Sr. M. Peter Lillian Di Maria, Shane Cooney, Clare Horn et al.	The Avila Institute of Gerontology, New York, USA	E
M. Holben	School of Health Policy & Management, York University, Toronto, CA	R
C. Victor	College of Health, Medicine and Life Sciences, Brunel University of London, Uxbridge, UK	R
S. Tierney	Nuffield Department of Primary Care Health Service, University of Oxford, UK	R
M. Alford	Hammond Innovations, Sydney, AU	S
M. Suzuki	University of Oska & RDS Japan, JP	R, S, E
A. Milne	University of Kent, Canterbury, UK	S, E
T. Wardill	Neuropsychology Melbourne & International Society for Frontotemporal Dementias, Melbourne, CA	S
C. Sadiq	Providence Care Mental Health Services, Kingston, CA	R, S
J. McGee et al.	Vision Loss Rehabilitation Canada, Toronto, CA	S
C. Webster	Dementia Education Program, McGill University, Montreal, CA	E, S
M. Fernandez	University Health Network Memory Clinic, Toronto, CA	S
J. Tolmie, D. Thompson & A. Henri-Bhargava	Island Health, Royal Jubilee Hospital, Victoria, CA	S
R. Galbraith, B. Cassidy	Geriatric Medicine & Psychiatry, North Bay Regional Health Centre & Northern Ontario School of Medicine, North Bay, CA	R, S, E
D. Weaver	Krembil Brain Institute & University Health Network, Toronto, CA	R, S, E
O. Piguet, D. Foxe, M. Irish et al.	Brain and Mind Centre, University of Sydney, AU	R, S
K. McClung	Alzheimer's Society of Alberta, CA	S
S. Hetherington	Progressive Supranuclear Palsy Society, Toronto, CA	S
N. Lawlis, N. D'Cunha	Centre for Ageing Research and Translation, Canberra University, AU	R, S
S. Loi	Department of Psychiatry, The University of Melbourne, AU	R, S
K. Melrose & L. Martin	YouQuest, Calgary, CA	R, S

Appendix 2: Scholarly activities

Peer-reviewed journal articles

Sullivan, M.P., Williams, V., Savage, D.W., Lalva, T., Cerasuolo, J.O. and Bronskill, S.E. (2026). Understanding the scope of health system use in people living with young onset dementia. *Canadian Journal of Neurological Sciences/Journal Canadien des Sciences Neurologiques*. 1-10. https://doi.org/10.1017/cjn.2026.10607

Williams, V., **Sullivan, M.P.** and Victor, C. (2025). Transitions to Long-Term Care for People Living with Dementia: Social Death and Social (Dis) Connections. *Nursing Reports,* 15(9), 319. https://doi.org/10.3390/nursrep15090319

Sullivan, M.P., Camic, P.M., Harding, E., Stott, J., Windle, G., Abbott-Davies, I. and Crutch, S.J. (2025). Designing an overview theory of change for a multi-component support community for people affected by rare dementia. *Frontiers in Dementia,* 4. https://doi.org/10.3389/frdem.2025.1565277

Roberts, J.R., MacLeod, C.A., Windle, G., Hoare, Z., Stott, J., **Sullivan, M.P.**, Camic, P.M., Brotherhood, E.V., Crutch, S.J. (2025). The psychometric properties of a new outcome measure of resilience for people living with dementia: The Bangor Dementia Resilience Scale. *BMC Psychology,* 13*,* 388. https://doi.org/10.1186/s40359-025-02695-z

Carton, A., Frost, C., Poole, T., Yang, B., McCarthy, I., Suzuki, T., Holloway, C., Serougne, R., Boampong, D., **Sullivan, M.P.**, Tyler, N., Crutch, S. and Yong, K. (2024.) Effects of route complexity and lighting on route following in Alzheimer's disease and posterior cortical atrophy. *Brain Sciences*, 14 (2), 1217. https://doi.org/10.3390/brainsci14121217

Camic, P.M, Harding, E., Rossi-Harries, S., Hayes, O.S., **Sullivan, M.P.**, Wilson, L., Zimmerman, N., McKee-Jackson, R., Stott, J., Fox, N.C., Rohrer, J.D., Mummery, CJ., Warren, J.D., Well, R.S. and Crutch, S.J. (2024). "A torch, a rope, a belly laugh": Engaging with the multiple voices of support groups for people living with rare dementia. *Frontiers in Dementia,* 3. https://doi.org/10.3389/frdem.2024.1488025

Conn, D., Billard, T.Dupuis-Blanchard, S., Freedman, A., Hoang, P., Levasseur, M., Newall, N., **Sullivan, M.P.** and Wister A. (2024). Canadian clinical guidelines on social isolation and loneliness in older adults. *Canadian Geriatrics Journal*, 27(4), 531-538. https://doi.org/10.5770/cgj.27.772

Harding, E., **Sullivan, M.P.**, Camic, P.M., Yong, K.X.X., Stott, J. and Crutch, S.J. (2024). "I want to do something" - Exploring what makes activities meaningful for community-dwelling people living with dementia: A focused ethnographic study. *Qualitative Health Research*, 34 (14). https://doi.org/10.1177/10497323241239487

Harding, E., **Sullivan, M.P.**, Yong K.X.X., Camic, P., Stott J. and Crutch, S. (2024). Exploring diagnostic differences in everyday activities – Home-based observations with people living with typical Alzheimer's disease and posterior cortical atrophy. *Journal of Aging Studies,* 69, https://doi.org/10.1016/j.jaging.2024.101226

Rossi-Harries, S., Harrison, C., Camic, P., **Sullivan, M.P.**, Grillo, A., Crutch, S. and Harding, E. (2024). 'Talking lines': Stories of diagnosis and support as told by those with lived experience of rarer forms of dementia. *BMC Geriatrics,* 24, 504. https://doi.org/10.1186/s12877-024-04988-1

Camic, P.M., **Sullivan, M.P.**, Harding, E., Gould, M., Wilson, L., Rossi-Harries, S., Grillo, A., McKee-Jackson, R., Cox, S.M., Stott, J., Brotherhood, E.V., Windle, G. and Crutch, S.J. (2024). Misdiagnosed and Misunderstood': Insights into rarer forms of dementia through a stepwise approach to co-constructed research poetry. *Healthcare*, 12, 485. https://doi.org/10.3390/healthcare12040485

Sullivan, M.P., Camic, P.M., Harding, E., Stott, J., Windle, G., Brotherhood, E.V., Grillo, A. and Crutch, S.J. (2023). Situating rare dementia support. *BMC Geriatrics*, 23, 627. https://doi.org/10.1186/s12877-023-04268-4

Roberts, J.R., MacLeod, C.A., Hoare, Z., **Sullivan, M.P.**, Brotherhood, E., Stott, J. and Windle, G. (2023). Development of an item pool for a patient reported outcome measure of resilience for people living with dementia. *Journal of Patient-Reported Outcomes Research,* 7, 96. https://doi.org/10.1186/s41687-023-00638-z

Suárez-González, A., Amber, J., Brotherhood, E.V., Camic, P.M., McKee-Jackson, R., Melville, M., **Sullivan, M.P.**, Tudor-Edwards, E., Windle, G., Crutch, S., Hoare, Z. and Stott, J. (2023). "Better Living with Non-memory-led Dementia": protocol for a feasibility randomised controlled trial of a web-based caregiver educational programme. *Pilot and Feasibility Studies*, 9, 172. https://doi.org/10.1186/s40814-023-01403-1

Camic, P.M., Rossi-Harries, S., Harding, E., Harrison, C.R., **Sullivan, M.P.**, Grillo, A., Brotherhood, E.V. and Crutch, S. (2023). Talking lines: A research protocol integrating verbal and visual narratives to understand the experiences of people affected by rarer forms of dementia. *International Journal of Qualitative Methods*, 1-10. https://doi.org/10.1177/16094069231176195

Roberts, J.R., Windle, G., Story, A., Brotherhood E., Camic, P.M., Crutch, S.J., Stott, J., **Sullivan, M.P.** and Grillo, A. (2023). Dementia in rural settings: A scoping review exploring the personal experiences of people with dementia and their carers. *Ageing & Society*, 1-30. https://doi.org/10.1017/S0144686X2300003X

Windle, G., Roberts, J.R., MacLeod, C., Algar-Skaife, K., **Sullivan, M.P.**, Brotherhood, E., Hedd Jones, C. and Stott, J. (2023). 'I never bounced back': Resilience and living with dementia. *Aging and Mental Health*. https://doi.org/10.1080/13607863.2023.2196248

Harding, E., Rossi-Harries, S., Alterkawi, S., Waddington, C., Grillo, A., Wood, O., Brotherhood, E., Windle, G., **Sullivan, M.P.**, Camic, P.M., Stott, J. and Crutch, S. (2023). 'The oxygen of shared experience': Exploring social support processes within peer support groups for carers of people with non-memory led and inherited dementias. *Aging and Mental Health*. https://doi.org/10.1080/13607863.2023.2194848

Windle, G., MacLeod, C., Algar-Skaife, K., Stott, J., Waddington, C., Camic, P., **Sullivan, M.P.**, Brotherhood, E. and Crutch, S. (2022). A systematic review and psychometric evaluation of resilience measurement scales for people living with dementia and their carers. *BMC Medical Research Methodology,* 22, 298. https://doi.org/10.1186/s12874-022-01747-x

Sullivan, M.P., Williams, V., Grillo, A., McKee-Jackson, R., Camic, P.M., Windle, G., Brotherhood, E., Stott, J. and Crutch, S.J. (2022). Peer support for people living with a rare or young onset dementia: An integrative review. *Dementia The International Journal of Social Research and Practice*, 21 (8), 2700-2726. https://doi.org/10.1177/14713012221126368

Waddington, C., Harding, E., Brotherhood, E.V., Davies Abbott, I., Barker, S., Camic, P.M., Ezeofor, V., Gardner, H., Grillo, A., Hardy, C., Hoare, Z., McKee-Jackson, R., Moore, K., O'Hara, T., Roberts, J., Rossi-Harries, S., Suárez-González, A., **Sullivan, M.P.**, Tudor Edwards, R., Van Der Byl Williams, M., Walton, J., Willoughby, A., Windle, G., Winrow, E., Wood, O., Zimmermann, N., Crutch, S.J. and Stott, J. (2022). The development of videoconference-based support for people living with rare dementias and their carers: Protocol for a 3-phase support group evaluation. *JMIR Research Protocols*, 11 (7): e35376. https://doi.org/10.2196/35376

Camic, P., Harding, E., **Sullivan, M.P.**, Grillo, A., McKee-Jackson, R., Wilson, L., Zimmermann, N., Brotherhood, E.V. and Crutch S.J. (2022). Developing poetry as a research methodology with rarer forms of dementia: Four research protocols. *International Journal of Qualitative Methods*, 21, 1-9. https://doi.org/10.1177/16094069221081377

Brotherhood, E., Stott, J., Windle, G., Barker, S., Camic, P., Caufield, M., Culley, S., Ezeofor, V., Harding, E., Hoare, Z., Mckee-Jackson, R., Roberts, J.; Sharp, R., Suárez-González, A., **Sullivan, M.P.**, Tudor-Edwards, R., Waddington, C., Walton, J., Winrow, E., and Crutch, S. (2019). Protocol for the Rare Dementia Support Impact Study: RDS Impact. *International Journal of Geriatric Psychiatry*. https://doi.org/10.1002/gps.5253

McIntyre, A., Harding, E., Yong, K.X.X., **Sullivan, M.P.**, Gilhooly, M.L, and Gilhooly, K.J. (2019). An exploration of health and social care practitioners understanding of the problems of people with dementia-related visual impairment. *Health and Social Care in the Community,* 27(4), 982-990. https://doi.org/10.1111/hsc.12715

Harding, E., **Sullivan, M.P.**, Woodbridge, R., Yong, K.X.X., McIntyre, A., Gilhooly, M.L., Gilhooly, K.J., and Crutch, S.J. (2018). 'Because my brain isn't as active as it should be, my eyes don't always see': a qualitative exploration of the stress process for those living with posterior cortical atrophy. *BMJ Open*; 8:e018663. https://doi.org/10.1136/bmjopen-2017-018663

Firth, N.C., Harding, E., **Sullivan, M.P.**, Crutch, S., and Alexander, D.C. (2017). ESCAPE Echo SCraper and ClAssifier of PErsons: A novel tool to facilitate using voice-controlled devices for research. arXiv:1706.06176v1.

Woodbridge, R., **Sullivan, M.P.**, Harding, E., Crutch, S., Gilhooly, K., Gilhooly, M.L.M., McIntyre, A., Wilson, L. (2016). Use of the physical environment to support everyday activities for people with dementia: A systematic review. *Dementia The International Journal of Social Research and Practice, 17(5)*, 533-572. https://doi.org/10.1177/1471301216648670

Gilhooly, K.J., Gilhooly, M., **Sullivan, M.P.**, McIntyre, A., Wilson, L., Harding, E., Woodbridge, R., and Crutch, S. (2016). A meta-review of stress, coping and interventions in dementia and dementia caregiving. *BMC Geriatrics*, 16, 106. https://doi.org/10.1186/s12877-016-0280-8

Practitioner journal articles

Grillo, A., **Sullivan, M.P.**, Williams, V. and McKee-Jackson, R. (2021). Tailored peer support in rare dementia care. *Journal of Dementia Care*, 29 (2), 26-28.

Windle, G., Roberts, J. and **Sullivan, M.P.** (2021). Rare dementia support in rural and remote areas. *Journal of Dementia Care*, 29 (1), 22-24.

Wilson, L., Gilhooly, M., **Sullivan, M.P.**, Gilhooly, K., McIntyre, A., Harding, E., Woodbridge, R., Walton, J., and Crutch, S. (2016). PCA: Quality and quantity of information currently available in the U.K. *Journal of Dementia Care,* 24(1), *32-34.*

Carton, A.M., Walton, J., Henley, S.M.D., Crutch S.J., and **Sullivan, M.P.** (2015). Posterior Cortical Atrophy, *Journal of Dementia Care,* 23(6), 22-24.

Conference papers and invited* talks (examples)

Sullivan, M.P.* (20 November 2026) Developing Rare Dementia Support Canada: Stories, Relationships, Creative Practices, and Evaluation Frameworks. *Australian Young Onset Dementia Conference*, Canberra, AU.

Sullivan, M.P., Williams, V., O'Neil, H., Imort, M. and Hoben, M. **(2026)** Placing Rare Dementia - Using qualitative GIS to understand spatial representations of space and place. *Canadian Association of Gerontology*. 15-17 October, Charlottetown, CA.

Sullivan, M.P., Williams, V., Thornborrow, J. and Hume, E. (2026) Rare and young onset dementia: Supporting family life. *Alzheimer's Association International Conference*. 12-15 July, London, UK.

Sullivan, M.P.* (17 February 2026) Building RDS Canada. *Brain and Mind Centre, University of Sydney and HammondCare.* Sydney, AU.

Sullivan, M.P., McGee, J., Lloyd, H., Crutch, S.J. and Montembeault, M. (2026) New insights for people affected by posterior cortical atrophy in Canada. *Alzheimer's Association International Conference*. 12-15 July, London, UK.

Lava, T., Cerasuolo, J.O., Savage, D.W., Bronskill, S., Williams, V. and **Sullivan, M.P.** (2026) Comparing health service utilization in Northern versus Southern Ontario among those diagnosed with young onset dementia. *Canadian Association for Health Services and Policy Research.* 25-28 May, Ottawa, CA.

Sullivan, M.P.* (2026) A realist evaluation of RDS Canada. *World Federation of Neurology: Specialty Group on Aphasia, Dementia and Cognitive Disorders.* 19-22 February, Noosa Heads, AU.

Sullivan, M.P.* (13 June 2025) Rare Dementia Support Canada. *President's Annual Gala, An Evening at Nipissing University.* North Bay, ON.

Sullivan, M.P., Williams, V., Thornborrow, J., Gordon, J., Krzywania, M. and Hume, E. (2025) Co-producing and co-implementing evidence-informed specialist dementia support: Discovery to impact at Rare Dementia Support Canada. *Canadian Association of Gerontology.* 23-25 October 2025, Montreal, CA.

Williams, V., **Sullivan, M.P.**, Victor C.R. (2025) A non-judgemental companion: Connections to the natural environment for people affected by dementia. *Alzheimer's Association International Conference*. 27-31 July, Toronto, CA.

Sullivan, M.P., Williams, V. and Thornborrow, J. (2025) All in the family: Multi-generational support for families affected by rare dementia. *Alzheimer's Association International Conference*. 27-31 July, Toronto, CA.

Cerasuolo, J.O., Lalva, T., Savage, D.W., Bronskill, S.E., Williams, V. and **Sullivan, M.P.** (2025) Comparing health service utilization in Northern versus Southern Ontario among those diagnosed with young onset dementia. *Northern Health Research Conference*. 16-17 June, Thunder Bay, CA.

Sullivan, M.P., Williams, V. and Ryan, H. (2024) Mobilizing knowledge to build a rare dementia support community in Canada. *27th Nordic Gerontology Conference*. 12-14 June, Stockholm, SE.

Rossi-Harries, S., Harding, E., Camic, P.M., Harrison, C.R. and **Sullivan, M.P.** (2023) Talking Lines: The stories of diagnosis and support as told by those living with, or affected by, rarer forms of dementia. *33rd Alzheimer Europe Conference*. 16-18 October, Helsinki, FI.

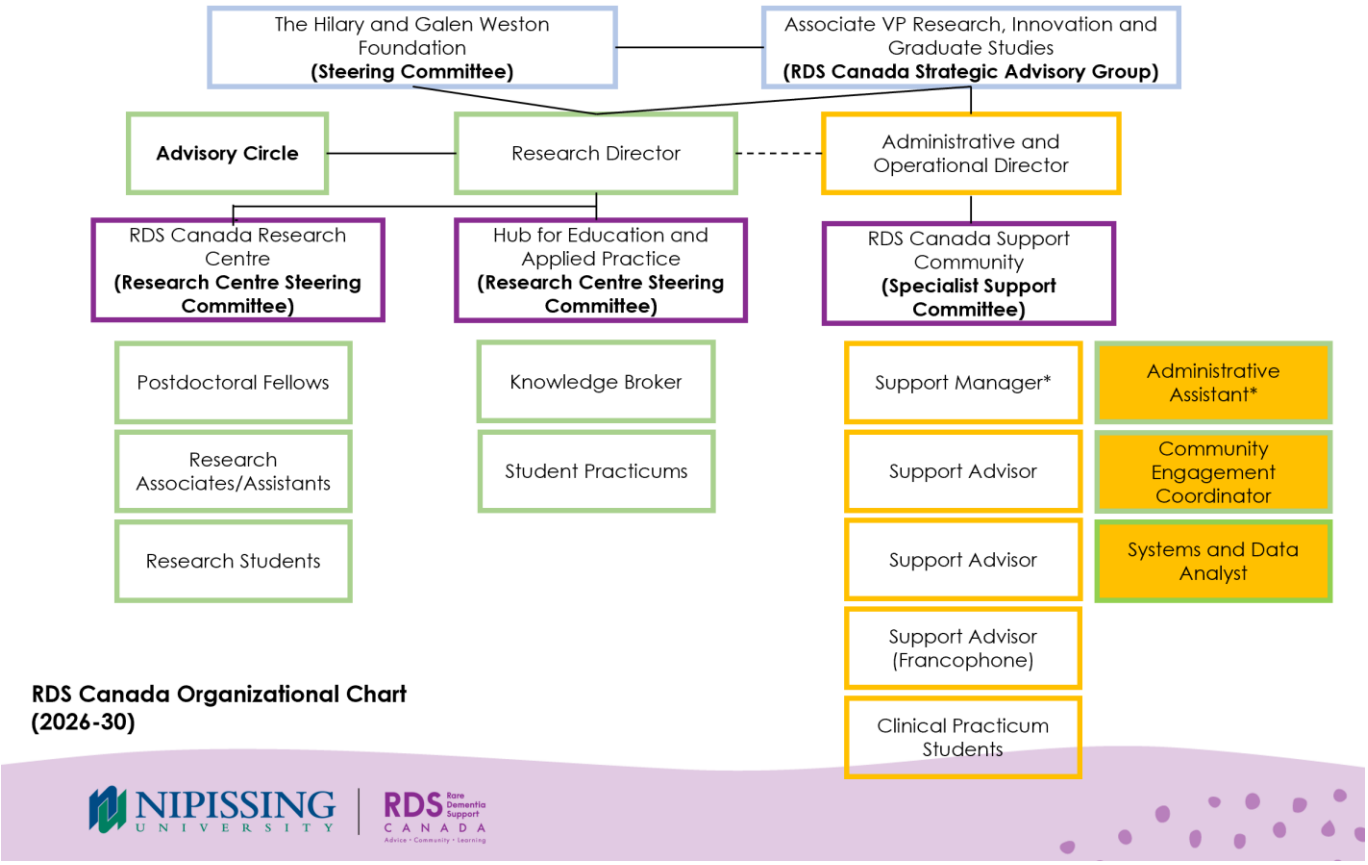
Suárez-González, A., John, A., Brotherhood, E., Camic, P., McKee-Jackson, R., Melville, M., **Sullivan, M.P.**, Tutor-Edwards, R., Windles, G., Crutch, S., Hoare, Z. and Stott, J. (2023) Better living with non-memory led dementia: Results from a pilot randomised clinical trial of an online training programme for carers of people with PCA, PPA and bvFTD. *Alzheimer's Association International Conference*. 16-20, July, Amsterdam, NL.

Sullivan, M.P., Williams, V. and Victor C. (2023) Visualising connections: Eco-mapping the experiences of social isolation in families supporting someone living with dementia. *British Society of Gerontology 52nd Annual Conference.* 5-7 July, Norwich, UK

Appendix 3: Examples of local public engagement

Sullivan, M.P. (1 February 2026) *Saying Goodbye to the Family Home.* Trinity United Church, North Bay, ON.
Sullivan, M.P. (10 April 2025) Tailored specialist support for people living with rare and young onset dementia. *North Bay Regional Health Centre*. North Bay, ON.
Sullivan, M.P. and Gordon, J. (14 March 2025) Tailoring support for rare and young onset dementia. North Simcoe *Muskoka Regional Geriatric Services*. Barrie, ON.
Sullivan, M.P. (4 February 2025) Brain health, neurodivergence and ageing. *Anishinabek Nation FASD and Neurodivergent Conference 2025*. Sault Ste Marie, ON.
Sullivan, M.P. (6 August 2024) The impact of young onset dementia. *Alzheimer Society of Ontario.* Toronto, ON.
Sullivan, M.P. and Gordon, J. (28 June 2023) Supporting people living with posterior cortical atrophy. *Alzheimer Society of Ontario First Link Navigators*. Toronto, ON.
Sullivan, M.P. (19 October 2023) Support for people affected by rare dementia. *Alzheimer's Society of Durham & Region*, Oshawa, ON.
Sullivan, M.P. and Gordon, J. (25 October 2023) Developing Rare Dementia Support Canada. *Alzheimer's Society of Muskoka*. Orilla, ON.
Sullivan, M.P. (5 February 2024) Stories of resilience. The Village, *Canadore College*, North Bay, ON.
Sullivan, M.P. (21 February 2024) Building a support community for people living with rare or young onset dementia. *Canadian Federation of University Women*, North Bay, ON.
Sullivan, M.P. (14 May 2024) A bee or the colony? Building a dementia community. *Sisters of St. Joseph of Sault Ste Marie*, North Bay, ON.
Sullivan, M.P. and Gordon, J. (28 June 2023) Supporting people living with posterior cortical atrophy. *Alzheimer's Society of Ontario First Link Navigators Conference*. Toronto, ON.
Sullivan, M.P. (11 May 2023) How to organize our living room chairs: Social connection, loneliness, and positive solitude. *RTO District 43*. North Bay, ON.
Sullivan, M.P. and Larkman, D. (19 April 2023) Developing a support community for people living with rare and young onset dementia. *Wabun Health Teams*. Timmins, ON.
Sullivan, M.P. and Gordon, J. (6 December 2022) Rare and young onset dementia. *Alzheimer's Society of Ontario First Link Navigators Conference*. Toronto, ON.
Sullivan, M.P. (1 December 2022) "When will I no longer be me?": Let's have a different conversation about dementia. *Rotary Club of Nipissing*. North Bay, ON.

Appendix 4: RDS Canada Research Centre Organizational Chart (DRAFT ONLY)



Appendix 5: Centre for Rare and Young Onset Dementia Research Steering Committee Terms of Reference (DRAFT ONLY)

DRAFT TERMS OF REFERENCE

CENTRE FOR RARE AND YOUNG ONSET DEMENTIA RESEARCH

STEERING COMMITTEE

Responsible Department:	Centre for Rare and Young Onset Dementia Research
Approval Authority:	
Last Updated:	
Next Review Date:	

1. Background

The Centre for Rare and Young Onset Dementia Research (CRYDR) is the research pillar of RDS Canada. RDS Canada, funded by The Hilary and Galen Weston Foundation and lead by Nipissing University, is a national research, support and education initiative to support people affected by rare dementia and engage in ongoing learning through education and research about what support works, when it works best, and how it impacts on quality of life.

2. Purpose

The Steering Committee provides Centre leadership to:

• Ensure that all research activities align with RDS Canada's mission and goals, and NU's strategic objectives.
• Work with the Director to establish research priorities and strategic direction including evaluating potential private or public funding opportunities.
• Work with the Director to foster research collaborations and partnerships across academic institutions and health and social care sectors.
• Provide broad oversight on project implementation, deliverables, and reporting.
• Support the Director by advising and assisting on the mobilization of resources.
• Champion the Centre within the national and international dementia landscape, within the university and local communities in northern Ontario.
• Assess and identify opportunities for outreach initiatives and public engagement activities.

3. Core Principles

The Strategic Steering Committee functions to:
• Advance rare dementia scholarly activity in line with the mission and goals of RDS Canada.
• Endorse research co-production, where appropriate, to ensure impact in the dementia care and support landscape.
• Promote interdisciplinary to foster innovative and high-quality research and knowledge translation activities.
• Stimulate inclusive membership that reflects RDS Canada's multiple interest holders including faculty, researchers, students, people affected by rare dementia and community partners.

4. Mandate

The Steering Committee works collaboratively with the Centre Director and makes recommendations regarding research, scholarship and/or creative priorities, strategic initiatives, major funding opportunities or proposals, and programs or activities that support and advance the Centre's aims and RDS Canada's mission.

5. Scope of Work

The Steering Committee provides oversight and input to the Centre's work including strategic guidance, monitoring, quality assurance and interest holder engagement.

6. Membership

Centre membership reflects RDS Canada's engagement with multiple interest holders. The minimum membership will include:

- Associate VP Research, Innovation and Graduate Studies (or designate)
- Research Director (Chair)
- One graduate student who is also a trainee with the Centre
- Up to four faculty researchers who are a member of the Centre
- Up to two associate members of the Centre
- RDS Canada Administrative Director

Up to two additional members could be appointed.

Membership is ongoing, subject to an annual confirmation of continued interest and engagement with the Centre's activities.

7. Meetings and Administration

• Meetings are held in-person or hybrid format for external member on a quarterly basis and additionally at the call of the Chair as required.
• Minutes and reports are documented and stored in an MS Teams Site – RDS Canada Research Centre – Steering Committee.

8. Key Responsibilities

A. General Oversight and Direction
• Support the planning and implementation of programs, events, initiatives, and strategies that align with RDS Canada's mission, strategic targets and funding agreements.
• Advise on Centre's scope, priorities and research plans.

B. Policy, Governance and Compliance
• Recommend policies for the Centre's operation and administration.
• Over see adherence to ethical, legal and regulatory standards, including research integrity and safety protocols.
• Ensure responsible management in line with funding guidelines and institutional policies, minimizing legal and operational risks.

C. Monitoring Progress and Quality
• Ensure research quality, relevance, and timeliness.
• Participate in RDS Canada's quality assurance program by systematically monitoring the quality, accessibility, relevance, effectiveness, sustainability and impact of all research activities.

D. Resource and Operational Management
• Advise on staffing, hiring, and management of centre personnel and infrastructure.
• Identify synergies with other research projects, interest holders, and data resources to enhance impact of all research activities.

E. Knowledge Mobilization and Collaboration
• Support knowledge dissemination and knowledge translation into high-quality evidence-informed support practices and/or relevant policy.
• Cultivate partnerships, collaborations, and graduate, professional development or other educational initiatives.

F. Representation and Reporting
• Act as a liaison between the Centre, its leadership, and external interest holders or funders.
• Act as an Ambassador for RDS Canada and NU at external events with funders and community partners.

9. Reporting and Accountability

The Steering Committee is accountable to the Associate Vice-President, Research, Innovation and Graduate Studies.

10. Evaluation and Review

The Terms of Reference and the performance of the Steering Group will be reviewed annually to ensure continued alignment with RDS Canada's strategic direction and project milestones. All amendments require Steering Committee approval.

NIPISSING UNIVERSITY

Tuesday November 3, 2026

RE: Letter of Support for the Proposed Centre for Rare and Young Onset Dementia Research (CRYDR)

Dear Senators,

I am pleased to offer my strong support for the proposal to establish the Centre for Rare and Young Onset Dementia Research (CRYDR) at Nipissing University. Under the leadership of Dr. Mary Pat Sullivan, the Rare Dementia Support (RDS) Canada team has already developed a substantial record of research, scholarship, community engagement, and knowledge mobilization. That work is backed by significant external investment, including a CIHR grant (2024-28) and a multi-year commitment from the Hilary and Galen Weston Foundation (2025-29), and it currently reaches approximately 1,300 families and practitioners across the country. The CRYDR provides an opportunity to build on this strength, bring together researchers from across the University, and grow our research capacity in an area where we already have considerable expertise.

Health & Well-Being & Social Determinants of Health is a strategic priority for Nipissing under SMA4 and as such represents an opportunity for the Faculty of Education and Professional Studies, where our programs in Nursing, Social Work, Kinesiology, and Physical and Health Education are closely connected to the health and wellbeing of Northern Ontario. For example, I envision the CRYDR as one important mechanism for supporting further growth in health related research at Nipissing, by attracting new faculty, postdoctoral fellows, and graduate students, strengthening our competitiveness for major research funding, and creating more opportunities for students across our health-related programs to learn in research and practice settings.

Our recent collaboration with North Bay Cardiology is an example of a health-related partnership contributing to faculty research and student placements in kinesiology, nursing, and social work. In partnership with RDS Canada, CRYDR will follow the same integrated model of research, support, and education, and have already established similar ties locally, including with geriatric medicine and psychiatry at the North Bay Regional Health Centre and with NOSM University through student placements. The CRYDR would help us build on these relationships in a deliberate, sustained way.

I envision the proposed CRYDR will also position the University to identify graduate education and the development of highly qualified personnel (HQP) as a longer-term goal. A research Centre with this level of activity would benefit considerably from graduate students who can become embedded in its research. I could envision an interdisciplinary graduate program with both a thesis-based route in gerontology, and a more applied, course-based route. Graduate programing in

gerontology could connect with programs such as Community Planning, Child and Family Studies, Nursing, Kinesiology, Social Work, and other disciplines. It would also create a natural pathway from our undergraduate programs, and from the practitioners we already serve, into advanced training in aging and dementia, an area of growing need across Canada.

The proposal is well conceived, builds on demonstrated success, and is supported by secured funding and an experienced leader. I am confident that the CRYDR will enhance Nipissing's reputation in Health, deepen our partnerships in Northern Ontario, and contribute to the University's future growth.

Sincerely,



Graydon Raymer PhD, RKin
Dean, Faculty of Education and Professional Studies

I support the establishment of the Centre for Rare and Young Onset Dementia Research as part of the broader RDS Canada initiative. From a Facilities perspective, the proposal appropriately recognizes the importance of dedicated, accessible, and adaptable space to support research and collaboration. Facilities will continue to support further space planning as the functional requirements and longer-term facility needs are further developed.

DD

--
David Drenth, P. Eng.
Director of Facilities
Nipissing University

November 3, 2026

Re: Application for the Centre for Rare and Young Onset Dementia Research

I support the research centre as part of the broader RDS Canada initiative. The Board previously approved the $5,000,000 grant from the Hilary and Galen Weston Foundation to support RDS Canada's operations, a national hub for rare dementia research, education, and support.



Renée Hacquard, CPA, CA, CRM
Vice-President, Finance & Administration
Nipissing University

NIPISSING UNIVERSITY

November 3, 2026

Dear Senators,

I fully support the establishment of the Centre for Rare and Young Onset Dementia Research at Nipissing University. The proposal submitted by Dr. Mary Pat Sullivan clearly addresses the required criteria for establishment of a research centre, as outlined in Nipissing University's Centres and Institutes Policy (revised 2025). The Centre has well-defined goals for growth of the research arm of RDS Canada, reflecting an ambitious translational research program built upon a strong foundation of successful research collaborations and funding in both the UK and Canada. Research activities to date demonstrate a strong potential for successful future funding applications and collaborative research endeavors in support of long-term sustainability of the proposed research centre.

Further, RDS Canada has an established governance structure that articulates the relationships among funders, the University, the administrative and operational Director, research Director, and Advisory Circle as they relate to research, as well as education and service delivery. The intentional relationship between RDS Canada's service delivery, education, and research activities ensures that the proposed Research Centre will be well positioned to support high impact knowledge mobilization activities. The proposal also demonstrates on-going mentorship of research HQP at the undergraduate and postdoctoral levels with potential to expand student engagement.

Finally, the proposal also addresses recommended criteria, such as alignment with institutional strategic plans, interdisciplinarity, and collaboration within and beyond the University. A strength of the proposal is that it articulates how the Centre's goals align with institutional priorities as expressed in our strategic plans. Establishment of the Centre provides an opportunity to highlight research impact tied to RDS Canada and invites interdisciplinary collaboration, establishing Nipissing University as a leader in translational research related to rare and young onset dementia.

Sincerely,

Barbi Law

Barbi Law, PhD
AVP, Research, Innovation, and Graduate Studies

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phone: (705) 474-3450 www.nipissingu.ca

Amendment of By-laws

- **Notice of Motion that Article 9.4.1 of the Senate By-Laws be amended as outlined below *(revisions in bold and strikethrough)*:**

9.4.1 Academic Quality Assurance and Planning Committee (AQAPC)

(a) *Ex Officio* and Student Members:

(i) the PVPA, or designate (Chair);
(ii) the AVPRIGS or designate;
(iii) all Deans, or designates;
(iv) the Registrar, or designate;
~~(v) the Director of Institutional Research and Planning;~~
(vi) the Executive Director, Library Services;
(vii) the Director of the Office of Indigenous Initiatives
(viii) the Director of the Centre for Teaching and Learning
(ix) the Manager of Quality Assurance and Program Innovation (non-voting)
~~(x) one (1) representative chosen by and from the Board of Governors;~~
(xi) one (1) student Senator from the NUSU Executive or designate;
(xii) one (1) undergraduate student representative;
~~(xiii) one (1) graduate student representative.~~

- **Notice of Motion that Article 9.12 of the Senate By-Laws be amended as outlined below *(revisions in bold and strikethrough)*:**

9.12 Teaching and Learning Committee

(a) *Ex Officio* and Student Members:

(i) the Dean of Education and Professional Studies~~*~~;
(ii) the Director of Teaching and Learning **(Chair)** **~~(non-voting)~~**;
(iii) the Executive Director of Library Services, or designate;
(iv) two (2) undergraduate student representatives; one elected from each Faculty;
(v) one (1) graduate student representative.
~~*The Dean of Education and Professional Studies will serve as pro tem Chair and call the first meeting of the Committee in September to elect a Chair and Vice-Chair.~~

(b) Members Elected by Faculty Council:

(i) **six (6)** ~~four (4)~~ Faculty Senators, with at least one (1) from each Faculty~~, one of whom shall be elected to serve as Vice-Chair~~;
(ii) two (2) non-Senator Faculty; one elected from each Faculty;