

## Senate Agenda

Friday, March 8, 2024

2:30 p.m. – Room F210

Zoom Conference:

<https://us02web.zoom.us/j/88092461985?pwd=U0lreXJHWEk2NkphTzR6MFdmL1ZZUT09>

Meeting ID: 880 9246 1985

Passcode: 194317

### 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 Anishnabek. We respect and are grateful to hold this event on these lands with all our relations.

### 2. Approval of the Agenda

### 3. Adoption of the Minutes of the Senate Meeting of: February 9, 2024 *(page 45)*

### 4. Business Arising From the Minutes

### 5. Reading and Disposing of Communications

### 6. Reports From Other Bodies

- A. (1) President – oral report
- (2) Provost and Vice-President Academic – no report
- (3) Vice-President Finance and Administration – oral report
- (4) Board of Governors – report attached *(page 61)*
- (5) Alumni Advisory Board – no report
- (6) Council of Ontario Universities (Academic Colleague) – no report
- (7) Joint Board/Senate Committee on Governance – no report
- (8) NUSU – report attached *(page 62)*
- (9) Others

- B. Reports from Senate members

### 7. Question Period

## 8. Reports of Standing Committees and Faculty Councils

### Senate Executive Committee (page 63)

Motion 1: That the Report of the Senate Executive Committee dated February 29, 2024 be received.

### Academic Curriculum Committee (page 64)

- **February 12, 2024 ACC Report**

Motion 1: That the Report of the Academic Curriculum Committee dated February 12, 2024 be received.

## **Faculty of Arts and Science**

### Chemistry

#### Non-substantive:

That CHEM 4206: Electrochemistry be unbanked.

#### **Rationale:**

*The Chemistry program plans to run this course in Fall 2024.*

### Computer Science and Mathematics

#### Non-substantive:

That the prerequisite for MATH 3157 Algebra II be changed.

**New Prerequisite:** MATH 2056 Discrete Mathematics II

**Current Prerequisite:** MATH 3156 Algebra I

#### **Rationale:**

*Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3<sup>rd</sup> year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3<sup>rd</sup> year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024) we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A*

*student could take only one of them, or take both in either order, without any loss in value.*

*In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.*

**Non-substantive:**

That the course title for MATH 3156 be changed from Algebra I to Algebra: Group Theory.

**Rationale:**

*Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3<sup>rd</sup> year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3<sup>rd</sup> year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024) we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A student could take only one of them, or take both in either order, without any loss in value.*

*In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.*

**Non-substantive:**

That the course title for MATH 3157 be changed from Algebra II to Algebra: Ring Theory.

**Rationale:**

*Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3<sup>rd</sup> year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3<sup>rd</sup> year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students*

*do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024) we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A student could take only one of them, or take both in either order, without any loss in value.*

*In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.*

**Non-substantive:**

That the prerequisite for PHYS 1007 General Physics II: Mechanical Wave, Fluid Mechanics, and Thermodynamics be changed.

**New Prerequisite:** 4U Physics; 4U Calculus & Vectors

**Current Prerequisite:**

MATH 1036, PHYS 1006 It is strongly recommended that MATH 1037 be taken simultaneously.

**Rationale:**

*Current prerequisite for PHYS 1007 requires MATH 1036 and PHYS 1006. However, upon a careful assessment of the course materials, it becomes apparent that these prerequisites are not imperative, and 4U Physics and 4U Calculus & Vectors provide sufficient background for students to be successful in this course. Therefore, we request that the prerequisite change. In addition, we will align the prerequisites for both PHYS 1006 and PHYS 1007, which will provide flexibility in our physics offerings.*

**Non-substantive:**

That the prerequisite for COSC 2106 Machine Structure I be changed.

**New Prerequisite:** COSC 1557 and COSC 1757

**Current Prerequisite:** COSC 1557 and MATH 1056

**Rationale:**

*These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3<sup>rd</sup> year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.*

**Non-substantive:**

That the prerequisite for COSC 3007 Artificial Intelligence be changed.

**New Prerequisite:** COSC 2667 and MATH 1037

**Current Prerequisite:** COSC 1567, MATH 1037, and MATH 1056

***Rationale:***

*These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3<sup>rd</sup> year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.*

**Non-substantive:**

That the prerequisite for COSC 3017 Introduction to Robotics be changed.

**New Prerequisite:** COSC 2667, COSC 2767 and MATH 2036

**Current Prerequisite:** COSC 2767 and MATH 2036

***Rationale:***

*These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3<sup>rd</sup> year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.*

**Non-substantive:**

That the prerequisite for COSC 3606 Databases & Data Management be changed.

**New Prerequisite:** COSC 2667 and COSC 2767

**Current Prerequisite:** COSC 1567

***Rationale:***

*These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3<sup>rd</sup> year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.*

**English Studies**

**Non-substantive:**

That ENGL 3047 Topics in Digital Culture be unbanked.

***Rationale:***

*English Studies currently has someone who is able to teach that course even though the LTA in Digital Humanities was lost years ago. As well, it is anticipated that the course will be popular with students and relevant for the study of contemporary popular media (specifically electronic gaming).*

**Non-substantive:**

That the following courses in English Studies be banked.

ENGL 2006 British Literature Before 1800

ENGL 2007 British Literature After 1800

ENGL 2267 "Make It New": Contemporary American Literature

ENGL 2056 North American Drama

ENGL 2605 Cultural Studies  
 ENGL 2813 The Actor's Audition

**Rationale:**

*ENGL 2006 and 2007 are no longer required courses in our program. We have no faculty with the expertise to teach 2267 and 2813. 2056 and 2605 have not been offered in the last 5 years.*

**Motion 2:** That Senate consider motions 4-7 as an omnibus motion.

**Motion 3:** That Senate approve motions 4-7.

**Motion 4:** That Senate approve that the English Studies Groups be modified for the Major, Specialization, and Honours Specialization as outlined below.

**Rationale:**

*We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.*

**To:**

Literary Foundations

ENGL 2717 Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation  
 ENGL 2256 Early Canadian Literature  
 ENGL 2257 Contemporary Canadian Literature  
 ENGL 2446 Children's Literature Before 1914  
 ENGL 2447 Children's Literature After 1914  
 ENGL 3346 The Romantics  
 ENGL 3347 The Victorians  
 ENGL 2536 Shakespeare Before 1600  
 ENGL 2537 Shakespeare After 1600  
 ENGL 3246 Desire and Identity in Early Modern Literature  
 ENGL 3247 Transgressing Boundaries in Early Modern Literature  
 ENGL 3176 Falling Apart: British Literature 1900-1950  
 ENGL 3177 Contemporary British Literature, 1950 and Beyond  
 ENGL 3096 Bawdy Politics: Writing the Restoration  
 ENGL 3097 Vice and Folly: The Age of Satire, 1660-1730  
 ENGL 3196 Dangerous Liaisons: The 18th-Century Novel

Innovation and Action

ENGL 2026 Scary Monsters and Super Creeps  
 ENGL 2716 Magic Realism  
 ENGL 2616 Topics in Visual Storytelling  
 ENGL 2366 Pygmalion Remix  
 ENGL 2816 Illness, Death, and Dying on Stage  
 ENGL 2077 Graphic Novels  
 ENGL 2626 Topics in Speculative Fiction  
 ENGL 3646 Reading Green  
 ENGL 3146 Topics in Postcolonial Literature

ENGL 3217 Topics in Literature, Culture, and Sexuality  
 ENGL 3276 Indigenous Literatures of North America  
 ENGL 3277 Topics in the Indigenous Literatures of North America  
 ENGL 3086 Disney and the Fairy Tale  
 ENGL 3617 Topics in Popular Fiction  
 ENGL 3446 The Picture Book in Performance and Pedagogy  
 ENGL 3036 Topics in Media Studies

**From:****Group Requirements:****Literary History I**

<a href="#">ENGL 2006</a>	British Literatures Before 1800
<a href="#">ENGL 2256</a>	Early Canadian Literature
<a href="#">ENGL 2266</a>	Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature
<a href="#">ENGL 2446</a>	Children's Literature Before 1914
<a href="#">ENGL 2536</a>	Shakespeare Before 1600
<a href="#">ENGL 2537</a>	Shakespeare After 1600
<a href="#">ENGL 2717</a>	Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation
<a href="#">ENGL 3096</a>	Bawdy Politics: Writing the Restoration
<a href="#">ENGL 3097</a>	Vice and Folly: The Age of Satire, 1660-1730
<a href="#">ENGL 3196</a>	Dangerous Liaisons: The 18th Century Novel
<a href="#">ENGL 3246</a>	Desire and Identity in Early Modern Literature
<a href="#">ENGL 3247</a>	Transgressing Boundaries in Early Modern Literature

**Literary History II**

<a href="#">ENGL 2007</a>	British Literature After 1800
<a href="#">ENGL 2056</a>	North American Drama
<a href="#">ENGL 2257</a>	Contemporary Canadian Literature
<a href="#">ENGL 2267</a>	"Make It New": Contemporary American Literature
<a href="#">ENGL 2447</a>	Children's Literature After 1914
<a href="#">ENGL 2816</a>	Illness, Death, and Dying on Stage
<a href="#">ENGL 3146</a>	Topics in Postcolonial Literature
<a href="#">ENGL 3176</a>	Falling Apart: British Literature 1900-1950
<a href="#">ENGL 3177</a>	Contemporary British Literature, 1950 and Beyond
<a href="#">ENGL 3276</a>	Indigenous Literatures of North America
<a href="#">ENGL 3346</a>	The Romantics
<a href="#">ENGL 3347</a>	The Victorians

**Motion 5:** That Senate approve that the Honours Specialization in English Studies requirements be modified as outlined below.

**Rationale:**

*We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in*

*English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.*

**To:**

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:	
ENGL 1000 level	3 cr.
ENGL Literary Foundations	9 cr.
ENGL Innovation and Action	9 cr.
ENGL	33 cr.
ENGL Honours Seminars	6 cr.

**From:**

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:	
ENGL 1000 level	3 cr.
ENGL Literary History I	9 cr.
ENGL Literary History II	9 cr.
ENGL	33 cr.
ENGL Honours Seminars	6 cr.

**Motion 6:** That Senate approve that the Specialization in English Studies program requirements be modified as outlined below.

**Rationale:**

*We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.*

**To:**

Students must complete 120 credits including 54 credits in the Specialization as follows:	
ENGL 1000 level	3 cr.
ENGL Literary Foundations	9 cr.
ENGL Innovation and Action	9 cr.
ENGL	33 cr.

**From:**

Students must complete 120 credits including 54 credits in the Specialization as follows:	
ENGL 1000 level	3 cr.
ENGL Literary History I	9 cr.
ENGL Literary History II	9 cr.
ENGL	33 cr.



**Motion 7:** That Senate approve that the Major in English Studies program requirements be modified as outlined below.

**Rationale:**

*We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.*

**To:**

Students must complete 36 credits in the Major as follows:

ENGL	1000 level	3 cr.
ENGL	Literary Foundations	3 cr.
ENGL	Innovation and Action	3 cr.
ENGL		27 cr.

**From:**

Students must complete 36 credits in the Major as follows:

ENGL	1000 level	3 cr.
ENGL	Literary History I	3 cr.
ENGL	Literary History II	3 cr.
ENGL		27 cr.

**First Year Foundations Experience**

**Non-substantive:**

That the FYFE courses be banked as outlined below.

**Rationale:**

*The FYFE courses were part of an entry pathway to Nipissing University for students who failed to meet the entrance requirements. The pathway was supported with a special funding envelope that has ended. Enrolment in the pathway and its courses was not sustainable. The courses are not being offered next year and there is no plan to offer them in the future.*

FYFE 1001 Topics in Arts and Science I  
 FYFE 1002 Topics in Arts and Science II  
 FYFE 1011 Critical and Applied Thinking  
 FYFE 1021 Building a Better World  
 FYFE 1031 Social Media: Untangling the Threads

**Admission Requirements:**

**Motion 8:** That Senate approve that the Foundations Pathway option for admission to the Liberal Arts and Liberal Science degree programs be discontinued.

**Rationale:**

*The Foundations Pathway was an entry pathway to Nipissing University for students who failed to meet the minimum admission requirements. The pathway was supported with a special funding envelope that has ended. As the pathway is no longer financially sustainable; discontinuing the admission pathway should coincide with the banking of the FYEE courses.*

*Submitted by: Heather Brown*

*Date: February 1, 2024*

**Geography**

**Motion 9:** That Senate approve that the description and requirements for the Certificate in Geomatics be revised as outlined below. (*additions highlighted in yellow*)

**Rationale:**

*We have updated the description of the certificate, reduced the number of credits required from 18 to 15, opened it up to all undergraduate students and adjusted the courses required given the recent retirements of several tenured faculty members.*

**New Description and Requirements****Certificate in Geomatics****Graduation Requirements:**

This certificate is available to any graduating student who has met the requirements for the certificate. The certificate in Geomatics will be awarded at the time of graduation.

**Certificate Requirements:**

“Geomatics is defined as the modern discipline which integrates the tasks of gathering, storing, processing, modeling, analyzing, and delivering spatially referenced or location information”. (Natural Resources Canada, 2023). It encompasses a broad range of disciplines that utilize geospatial technologies including geographic information systems (GIS), global navigation satellite systems (such as GPS) and remote sensing such as Earth Observation Satellites (EOS) for environmental monitoring.

The Certificate in Geomatics provides students with a strong background in geographic information systems, remote sensing, computer mapping and spatial quantitative analysis. The certificate consists of 15 credits as outlined below.

Students must complete the following nine credits:

<a href="#">GEOG 2017</a>	GIS and the Earth from Space	3 cr.
<a href="#">GEOG 3056</a>	Spatial Analysis Using GIS	3 cr.
<a href="#">GEOG 3066</a>	Remote Sensing of the Environment	3 cr.
One of the following:		
<a href="#">GEOG 4057</a>	Topics in GIS Applications	3 cr.
<a href="#">GEOG 4066</a>	Topics in Remote Sensing Applications	3 cr.

And any one of the following which has not been used to satisfy the above requirement:

<a href="#">GEOG 4027</a>	Spatial Computing	3 cr.
<a href="#">GEOG 4057</a>	Topics in GIS Applications	3 cr.
<a href="#">GEOG 4066</a>	Topics in Remote Sensing Applications	3 cr.
<a href="#">GEOG 4506*</a>	Professional Internship in Geography	3 cr.
<a href="#">GEOG 4986*</a>	Directed Studies	3 cr.
<a href="#">GEOG 4995*</a>	Senior Seminar and Thesis	6 cr.

**Note:**

All courses required for the certificate also count towards the respective Honours Geography program(s) or geography minor.

\*Students must undertake a geomatics-oriented assignment.

**Current Description and Requirements:**

**Certificate in Geomatics**

**Graduation Requirements:**

This certificate is restricted to Honours Geography program(s) and will be awarded at the time of graduation.

**Program Requirements:**

Geomatics is the science and technology of gathering, analyzing, interpreting, distributing and using geographic information. Geomatics encompasses a broad range of disciplines that can be brought together to create a detailed but understandable picture of the physical world and our place in it. These disciplines include: surveying & mapping, remote sensing, geographic information systems (GIS), and global positioning system (GPS)". (Canadian Institute of Geomatics, 1999).

The Certificate in Geomatics provides students with a strong background in geographic information systems, remote sensing, computer cartography and spatial quantitative analysis. The certificate will be offered to four-year Honours geography programs only. The certificate consists of 18 credits as outlined below.

Students must complete the following nine credits:		
<a href="#">GEOG 2026</a>	Introduction to Quantitative Methods	3 cr.
<a href="#">GEOG 3056</a>	Spatial Analysis Using GIS	3 cr.
<a href="#">GEOG 3066</a>	Remote Sensing of the Environment	3 cr.
And nine additional credits from the following:		
<a href="#">GEOG 4027</a>	Spatial Computing	3 cr.
<a href="#">GEOG 4057</a>	Topics in GIS Applications	3 cr.
<a href="#">GEOG 4066</a>	Topics in Remote Sensing Applications	3 cr.

**Note:**

All courses required for the certificate also count towards the respective Honours Geography program(s).

**Non-substantive:**

That GEOG 3356: Introduction to International Development be unbanked.

***Rationale:***

*The Geography program plans to run this course in Winter 2025*

**History & Ancient Studies**

**Motion 10:** That Senate consider motions 12-17 as an omnibus motion.

**Motion 11:** That Senate approve motions 12-17.

**Motion 12:** That Senate approve that the course hours for HIST-1006 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

***Rationale:***

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 13:** That Senate approve that the course hours for HIST-1007 The Second World War change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

***Rationale:***

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 14:** That Senate approve that the course hours for HIST-1016 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

***Rationale:***

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 15:** That Senate approve that the course hours for HIST-1107 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

***Rationale:***

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 16:** That Senate approve that the course hours for HIST-1206 “Blood and Soil”: An Introduction to the History of Genocide change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

**Rationale:**

*With the elimination of the department's seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 17:** That Senate approve that the course hours for HIST-1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada change to "Three hours of lecture per week" from "36 hours per term".

**Rationale:**

*This change will ensure consistency in wording with other 1000 level HIST courses.*

**Non-substantive:**

That all Ancient Studies courses be recoded from CLAS to HIST.

**TO** HIST 1026 – The Civilization of Ancient Greece, **FROM** CLAS 1006 – The Civilization of Ancient Greece

**TO** HIST 1027 – The Civilization of Ancient Rome, **FROM** CLAS 1007 – The Civilization of Ancient Rome

**TO** HIST 2306 – Education in Ancient Greece and Rome, **FROM** CLAS 2016 – Education in Ancient Greece and Rome

**TO** HIST 2426 – Law and Justice in the Ancient World, **FROM** CLAS 2026 – Law and Justice in the Ancient World

**TO** HIST 2017 – Ancient Myth and Religion, **FROM** CLAS 2017 – Ancient Myth and Religion

**TO** HIST 2036 – Trade, Commerce, and Economy in the Ancient World, **FROM** CLAS 2036 – Trade, Commerce, and Economy in the Ancient World

**TO** HIST 2406 – Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome, **FROM** CLAS 2206 – Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome

**TO** HIST 2207 – Medicine, Science, and Technology in the Ancient World, **FROM** CLAS 2207 – Medicine, Science, and Technology in the Ancient World

**TO** HIST 2436 – The Rise and Fall of Democratic Athens, **FROM** CLAS 2436 – The Rise and Fall of Democratic Athens

**TO** HIST 2437 – The Age of Empires: From Alexander the Great to the Roman Conquest, **FROM** CLAS 2437 – The Age of Empires: From Alexander the Great to the Roman Conquest

**TO** HIST 2446 – The Rise and Fall of the Roman Empire, **FROM** CLAS 2446 – The Rise and Fall of the Roman Empire

**TO** HIST 2547 – Famous Figures in the Ancient World, **FROM** CLAS 2447 – Famous Figures in the Ancient World

**TO** HIST 2616 – Art and Archaeology of Ancient Greece and Rome, **FROM** CLAS 2516 – Art and Archaeology of Ancient Greece and Rome

**TO** HIST 2607 – The Trojan War, **FROM** CLAS 2607 – The Trojan War

**TO** HIST 2706 – The Ancient World in Modern Popular Media, **FROM** CLAS 2706 – The Ancient World in Modern Popular Media

**TO** HIST 3017 – Warfare in the Ancient World, **FROM** CLAS 3017 – Warfare in the Ancient World

**TO** HIST 3066 – Race, Racism, and Ethnic Identity in Ancient Greece and Rome, **FROM** CLAS 3066 – Race, Racism, and Ethnic Identity in Ancient Greece and Rome

**TO** HIST 3067 – Religious Conflict in the Ancient World, **FROM** CLAS 3067 – Religious Conflict in the Ancient World

**TO** HIST 3415 – Field Work in Classical Archaeology, **FROM** CLAS 3415 – Field Work in Classical Archaeology

**TO** HIST 3636 – Empire and Resistance in Ancient Greece and Rome, **FROM** CLAS 3636 – Empire and Resistance in Ancient Greece and Rome

**TO** HIST 4446 – Seminar in Ancient History, **FROM** CLAS 4446 – Seminar in Ancient History

***Rationale:***

*The primary purpose of recoding the above Ancient Studies courses from CLAS to HIST is to comply with a decision from the Provost to suspend enrollment in the Ancient Studies degree programs and to embed ancient history courses in the list of courses offered by the History Program. This change will also increase enrollment in the recoded Ancient Studies courses listed above. A significant number of students enrolled in Ancient Studies courses are Education students, and although Ancient Studies is considered a ‘teachable’ subject in Ontario, Nipissing lacks faculty complement to offer it as such for Nipissing Education students. If the ancient history-based courses in the Ancient Studies program are coded HIST then they would be open to Nipissing Education students pursuing a History teachable. Additionally, recoding ancient history-based Ancient Studies courses from CLAS to HIST will add to the diversity of course offerings in the History Program. Currently, Ancient Studies faculty already participate in the MA program in History. These are not substantive changes as neither course content, nor course objectives, nor learning outcomes will change.*

**Non-substantive:**

That all the prerequisites for the 2000 level recoded courses for HIST 2306, HIST 2426, HIST 2017, HIST 2036, HIST 2406, HIST 2207, HIST 2436, HIST 2437, HIST 2446, HIST 2547, HIST 2616, HIST 2607, HIST 2706 be changed.

**New Prerequisite:** Six credits of 1000 level History or 24 credits completed.

**Current Prerequisite:** Any 18 credits completed

***Rationale:***

*This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 2000 level HIST courses' prerequisites.*

**Non-substantive:**

That all the prerequisites for the 3000 level recoded courses for HIST 3017, HIST 3066, HIST 3067, HIST 3415, HIST 3636 be changed.

**New Prerequisite:** Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.

**Current Prerequisite:** Any 18 credits with at least 6 credits in Ancient Studies

***Rationale:***

*This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 3000 level HIST courses' prerequisites.*

**Non-substantive:**

That the prerequisite for HIST 4446 – Seminar in Ancient History, which was formerly CLAS 4446 – Seminar in Ancient History be changed.

**New Prerequisite:** Restricted to students in an Honours program with 84 credits completed.

**Current Prerequisite:** Any 18 credits in Ancient Studies, with at least 6 credits at the 3000 level.

***Rationale:***

*This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 4000 level HIST courses' prerequisites.*

**Non-substantive:**

That the following list of Ancient Studies courses be banked.

CLAS 1106 Introductory Latin I.

CLAS 1107 Introductory Latin II.

CLAS 1206 Introductory Ancient Greek I.

CLAS 1207 Introductory Ancient Greek II.

CLAS 2126 Latin and Greek for Scientific and Medical Terminology.

CLAS 2326 Gods and Heroes: Epic Literature of Ancient Greece and Rome.

CLAS 2327 Drama and Performance in Ancient Greece and Rome.

CLAS 2606 Love, Sex, and Eroticism in Ancient Greek and Roman Literature.

CLAS 2707 The Ancient World in Digital Gaming Culture.

CLAS 3206 Gender and Sexuality in Greece and Rome.

CLAS 3616 Christian and Pagan Literature and Culture in the Roman Empire.

CLAS 3626 Plato's Closet Dramas: Desire, Deceit, and Performance in the Platonic Dialogues.

CLAS 3246 Digital Reception of the Ancient World.

CLAS 3426 Research Tools and Methods in Digital Classics.

CLAS 4426 Digital Classics Research Design Project.

CLAS 4456 Seminar in Ancient Greek and Roman Literature.

**Rationale:**

*Owing to constraints on faculty complement and the new departmental merger it is felt that it would not be appropriate to offer these courses at this time.*

**Motion 18:** That Senate approve that the certificate in Digital Classics be removed from the academic calendar as outlined below.

**Rationale:**

*9 of the 15 credits required for this certificate are being banked with the changes to the CLAS/HIST offerings. With that, it would be impossible for a student to complete this certificate moving forward. The certificate must be removed from the academic calendar and our program offerings so we are not misleading students.*

**Indigenous Studies****Non-substantive:**

That the prerequisite for INDG 2006 Indigenous Places – Changing Landscapes be changed.

**New Prerequisite:** Any 3 INDG credits and any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

**Rationale:**

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 2007 Land-as-Home & Indigenous Well-Being be changed.

**New Prerequisite:** Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

**Rationale:**

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 2406 Indigenous Families – Colonial Impacts & Contemporary Responses be changed.

**New Prerequisite:** Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits



**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 2906 Indigenous Philosophy – Inaadziwin (Thought) be changed.

**New Prerequisite:** Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** Any 18 credits completed

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 2907 Indigenous Philosophy – Bimaadsiwin (Life) be changed.

**New Prerequisite:** Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** INDG-2906 or permission of the instructor\_

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 3106 Indigenous Health and Wellness be changed.

**New Prerequisite:** Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 3107 Building Our Knowledge Bundles be changed.

**New Prerequisite:** Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 3606 Indigenous Studies Special Topics I be changed.

**New Prerequisite:** Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 3607 Indigenous Studies Special Topics II be changed.

**New Prerequisite:** Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 4106 Independent Studies I be changed.

**New Prerequisite:** Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 4606 Indigenous Mobilization and Resistance be changed.

**New Prerequisite:** Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 4706 Indigenous Knowledges Seminar – Special Topics be changed.

**New Prerequisite:** Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Motion 19:** That Senate approve that the creation of INDG 3706 Gekendaasyang (What We Know): Indigenous Data Sovereignty be added to the academic calendar as outlined below.

***Rationale:***

*This course adds to the breadth of course options for students interested in information, ethical and research issues in academic, archival, and community-based settings with a focus on Indigenous information control and ownership. It also adds to upper year options and will broaden students' understanding of many facets connects to the ways in which Indigenous information can be gathered and utilized.*

Course Code	INDG 3706
Course Title:	Gekendaasyang (What We Know): Indigenous Data Sovereignty
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other

Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students explore facets of data collection, ethics, and protocols through an Indigenous lens. Students examine issues associated with areas such as archival materials, principles of ownership and control of data, data collection through the Indigenous epistemologies, ontologies, and axiologies. Students engage in critical discussions and experiential learning opportunities to connect theory to application as the means to develop an understanding of effective Indigenous data collection and maintenance practices.
Course Prerequisite:	Any 3 INDG credits and any other 24 credits completed; or any 54 credits completed
Course Corequisite:	
Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course?  <i>Topic courses are courses that students can take more than once for credit.</i>	Yes            No
Will this course have an Experiential Learning component as defined by the MCU?	Yes            No

Outline the department's plan for offering this course. <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This course will be offered every other year, alternated with the INDG 3107 Building Our Knowledge Bundles.
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. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>36</u> hrs <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical: _____ Seminar : <u>3</u> _____ Tutorial: _____ Service Learning: _____
<u>Is this course cross-listed? If so, with what department?</u>	Yes            No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<u>Program Implications:</u>	

<u><i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i></u>	
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, include rationale:
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>• Identify crucial factors in Indigenous data sovereignty discourse</li> <li>• Demonstrate an understanding of Indigenous protocols in the context of gathering data</li> <li>• Describe key features of effective Indigenous data sovereignty practices</li> <li>• Contrast Indigenous cultural underpinnings of data with Western ones</li> <li>• Analyze Indigenous data gathering practices through case studies</li> <li>• Assess and make recommendations on promising practices and key issues in the data gathering design process</li> </ul>
Will this course have budgetary implications? <i>(e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Honoraria for elders, knowledge carriers, costs for transportation for field trips
How will this course contribute to the program level outcomes?	This course will add to the breadth of knowledge options for students interested in data, research, Indigenous issues, and more. This will enable students to prepare for a wider range of graduate studies and employment options with the completion of this course. Further, this course is an added step in the university's engaging in reconciliation and supporting Indigenous self-determination, per Nipissing University's Strategic Plan (2024).
Who amongst your current faculty has the competencies to teach this course?	Both Indigenous Studies faculty members have these competencies.
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course is an added step in the university's engaging in reconciliation and supporting Indigenous self-determination, per Nipissing University's Strategic Plan (2024).
How will you communicate this new offering to students?	Through social media and other marketing efforts. We will also ensure the Indigenous Student Recruiter has information about the course when they go on the recruiting tours.

## **Political Science**

**Motion 20:** That Senate approve that the certificate requirements of the Certificate in Conflict Resolution and Negotiation be altered, removing the divisions between the two categories of POLI courses counted towards the certificate as outlined below.

### ***Rationale:***

*The capacity to offer the Certificate in Conflict Resolution and Negotiations was contingent on contributions from CASBU faculty, which have been reduced for POLI.*

*Removing the distinction between the two categories of courses counted towards the certificate will allow POLI to continue offering the certificate, while meeting the expressed interests of our students.*

### **Proposed requirements:**

The certificate consists of 15 credits from the following courses:

<a href="#">POLI 2117</a>	Protests, Power & Politics	
<a href="#">POLI 2316</a>	Negotiating International Agreements	3 cr.
<a href="#">POLI 2607</a>	On Conflict Resolution	3 cr.
<a href="#">POLI 3126</a>	Extremism and Armed Conflict	3 cr.
<a href="#">POLI 3216</a>	Post-Conflict Stabilization, Reconstruction and Reconciliation	3 cr.
<a href="#">POLI 3236</a>	Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond	3 cr.
<a href="#">POLI 3316</a>	International Peacemaking, Peacebuilding & Peacekeeping	3 cr.
<a href="#">POLI 4006</a>	Diplomacy	3 cr.
<a href="#">UNIV 3006</a>	Experiential Learning for Arts and Science Students	3 cr.
<a href="#">POLI 2306</a>	The Origins of International Relations	3 cr.
<a href="#">POLI 2307</a>	The Cold War and After	3 cr.
<a href="#">POLI 2707</a>	Canada and the World	3 cr.
<a href="#">POLI 3226</a>	American Foreign Policy in the 21st Century	3 cr.
<a href="#">POLI 3256</a>	Multiculturalism in Canada and the World	3 cr.

### **Current requirements:**

The certificate consists of 15 credits as outlined below:

Nine credits of the following:

<a href="#">POLI 2117</a>	Protests, Power & Politics	
<a href="#">POLI 2316</a>	Negotiating International Agreements	3 cr.
<a href="#">POLI 2607</a>	On Conflict Resolution	3 cr.
<a href="#">POLI 3126</a>	Extremism and Armed Conflict	3 cr.
<a href="#">POLI 3216</a>	Post-Conflict Stabilization, Reconstruction and Reconciliation	3 cr.
<a href="#">POLI 3236</a>	Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond	3 cr.
<a href="#">POLI 3316</a>	International Peacemaking, Peacebuilding & Peacekeeping	3 cr.

<a href="#">POLI 4006</a>	Diplomacy	3 cr.
<a href="#">UNIV 3006</a>	Experiential Learning for Arts and Science Students	3 cr.
Plus six credits from the following list:		
<a href="#">POLI 2306</a>	The Origins of International Relations	3 cr.
<a href="#">POLI 2307</a>	The Cold War and After	3 cr.
<a href="#">POLI 2707</a>	Canada and the World	3 cr.
<a href="#">POLI 3226</a>	American Foreign Policy in the 21st Century	3 cr.
<a href="#">POLI 3256</a>	Multiculturalism in Canada and the World	3 cr.

**Non-substantive:**

That the prerequisite for POLI 3126 Extremism and Armed Conflict be changed as outlined below.

**New Prerequisite:** “Twelve credits of POLI”

**Current Prerequisite:** “POLI 2117 Protests, Power & Politics”

**Rationale:**

*The reduction in CASBU faculty for POLI has meant a reduction in course offerings. Removing this specific pre-requisite for POLI 3126, which is not regularly offered, will allow the program to offer more of its popular courses in the field of Conflict Resolution and Negotiations.*

**Psychology and Child & Family Studies****Non-substantive:**

That the PSYC courses be banked as outlined below.

PSYC 2026 Methods in Behavioural & Social Sciences  
 PSYC 3036 Ethics in Practice  
 PSYC 3117 Perspectives in Autism  
 PSYC 3127 Alcohol Related Neurodevelopmental Disorders  
 PSYC 3136 ABS I: Introduction to Applied Behavioural Sciences  
 PSYC 3137 ABS II: Advanced Topics in Applied Behavioural Sciences  
 PSYC 4016 Program Evaluation and Outcomes Management  
 PSYC 4106 Intervention: Planning for Neurodivergence  
 PSYC 4216 Applied Developmental Neuropsychology  
 PSYC 4225 Practicum in Applied Behavioural Sciences  
 PSYC 4235 Practicum in EBI-ASD/ND  
 PSYC 4306 Topics: Developmental, Behavioural, and Mental Health

**Rationale:**

*The PSYC/CHFS cross-coded course were developed when the CHFS program was delivered at the Muskoka campus and were an effective means for students on that campus to obtain most of the Psychology credits towards their BA in Psychology. Now that the programs are both delivered in North Bay and are housed in the same Department, the use of cross-listing is viewed by the members of the Psychology program as more appropriate.*

**Non-substantive:**

That the following CHFS courses be cross-listed with PSYC.

CHFS 3036 Ethics in Practice  
 CHFS 3116 Perspectives in Autism  
 CHFS 3127 Alcohol Related Neurodevelopmental Disorders  
 CHFS 3136 ABS I: Introduction to Applied Behavioural Sciences  
 CHFS 3137 ABS II: Advanced Topics in Applied Behavioural Sciences  
 CHFS 4106 Intervention: Planning for Neurodivergence  
 CHFS 4206 Applied Developmental Neuropsychology  
 CHFS 4205 Practicum in Applied Behavioural Sciences

**Rationale:**

*The PSYC/CHFS cross-coded course were developed when the CHFS program was delivered at the Muskoka campus and were an effective means for students on that campus to obtain most of the Psychology credits towards their BA in Psychology. Now that the programs are both delivered in North Bay and are housed in the same Department, the use of cross-listing is viewed by the members of the Psychology program as more appropriate.*

**Social Welfare and Social Development**

**Motion 21:** That Senate approve that the program requirements for the Honours Specialization – Social Welfare and Social Development with a Social Service Worker Diploma be revised as outlined below. *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*

**Rationale:**

*We have broken the program requirements away from the year by year format because the new format, which is applied earlier at NU, will allow students in collaborative programs, more flexibility and will also help accommodate the added new options of cycled courses (like the SOCI/ANTR and INDG options).*

*These changes in the program requirements, moreover, will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.*

*Furthermore, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.*

**To:**

**Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

**The 30 credits offered in collaboration with the Social Service Worker diploma at Canadore College are typically completed in a student's third year.**



Students must complete 120 credits including 60 credits in the Honours Specialization as follows:		
<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<del><a href="#">SOCI 1016</a></del>	<del>Introduction to Sociology</del>	<del>3 cr.</del>
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SOCI 2126</a>	Social Research Methods	3 cr.
<a href="#">ANTH/SOCI 3036 or INDG 2106 or SOCI 2127</a>	Qualitative Research Methods or Oral and Literary Storywork or Social Statistics and Data Analysis	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
<a href="#">SWLF 4006</a>	Social Development	3 cr.
<a href="#">SWLF 4007</a>	Honours Seminar	3 cr.
SWLF Upper level		18 cr.
3 credits of: <a href="#">INDG 1006</a>	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	
<a href="#">INDG 2006</a>	Indigenous Places – Changing Landscapes	
<a href="#">INDG 2906</a>	Indigenous Philosophy – Inaadiziwin (Thought)	
Social Service Worker Diploma courses at Canadore**		30 cr.

**From:****Year One**

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<a href="#">SOCI 1016</a>	Introduction to Sociology	3 cr.
<a href="#">ACAD 1601</a>	Academic Writing	3 cr.
<a href="#">Humanities</a>		3 cr.
<a href="#">Science</a>		6 cr.
Electives		12 cr.

**Year 2**

<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SOCI 2126</a>	Social Research Methods	3 cr.
<a href="#">SOCI 2127</a>	Social Statistics and Data Analysis	3 cr.
**SWLF	Upper level	6 cr.
Electives		6 cr.

**Year 3**

Canadore Block		30 cr.
<b>Year 4</b>		
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
**SWLF	Upper level	12 cr.
<a href="#">SWLF 4006</a>	Social Development	3 cr.
<a href="#">SWLF 4007</a>	Honours Seminar	3 cr.
Electives		6 cr.

**Motion 22:** That Senate approve that the program requirements for the Specialization – Social Welfare and Social Development be revised as outlined below.  
(additions highlighted in yellow and deletions highlighted in red with strikethrough)

**Rationale:**

*These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire. Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.*

**To:**

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 54 credits in the Specialization as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<del><a href="#">SOC1 1016</a></del>	<del>Introduction to Sociology</del>	<del>3 cr.</del>
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SOC1 2126</a>	Social Research Methods	3 cr.
<a href="#">ANTH/SOCI 3036</a> or <a href="#">INDG 2106</a> or <a href="#">SOC1 2127</a>	Qualitative Research Methods or Oral and Literary Storywork or Social Statistics and Data Analysis	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.

SWLF Upper level	24 cr.
<b>3 credits of:</b>	
INDG 1006	Madjitang (In the Beginning) - An Introduction to Indigenous Studies
INDG 2006	Indigenous Places – Changing Landscapes
INDG 2906	Indigenous Philosophy – Inaadiziwin (Thought)

**From:****Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 54 credits in the Specialization as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<a href="#">SOC1 1016</a>	Introduction to Sociology	3 cr.
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SOC1 2126</a>	Social Research Methods	3 cr.
<a href="#">SOC1 2127</a>	Social Statistics and Data Analysis	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
SWLF Upper level		24 cr.

**Motion 23:** That Senate approve that the program requirements for the Major in Social Welfare and Social Development be revised as outlined below. *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*

**Rationale:**

*These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.*

*Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.*

**To:****Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Social Welfare and Social Development.

Students must complete 36 credits in the Major as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<del><a href="#">SOCI 1016</a></del>	<del>Introduction to Sociology</del>	<del>3 cr.</del>
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
SWLF Upper level		18 cr.
3 credits of:		3 credits of:
<a href="#">INDG 1006</a>	Madjitang (In the Beginning) - An Introduction to Indigenous Studies	<a href="#">INDG 1006</a>
<a href="#">INDG 2006</a>	Indigenous Places – Changing Landscapes	<a href="#">INDG 2006</a>
<a href="#">INDG 2906</a>	Indigenous Philosophy – Inaadiziwin (Thought)	<a href="#">INDG 2906</a>

**From:****Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Social Welfare and Social Development.

Students must complete 36 credits in the Major as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<a href="#">SOCI 1016</a>	Introduction to Sociology	3 cr.
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
SWLF Upper level		18 cr.

**Motion 24:** That Senate approve that the program requirements for the Honours Specialization – Social Welfare and Social Development be revised as outlined below. *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*

**Rationale:**

*These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire. Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.*

**To:****Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<del><a href="#">SOC1 1016</a></del>	<del>Introduction to Sociology</del>	<del>3 cr.</del>
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SOC1 2126</a>	Social Research Methods	3 cr.
<a href="#">ANTH/SOC1 3036</a> or <a href="#">INDG 2106</a> or <a href="#">SOC1 2127</a>	Qualitative Research Methods or Oral and Literary Storywork or Social Statistics and Data Analysis	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
<a href="#">SWLF 4006</a>	Social Development	3 cr.
<a href="#">SWLF 4007</a>	Honours Seminar	3 cr.
SWLF Upper level		24 cr.

3 credits of:

<a href="#">INDG 1006</a>	Madjitang (In the Beginning) - An Introduction to Indigenous Studies
<a href="#">INDG 2006</a>	Indigenous Places – Changing Landscapes
<a href="#">INDG 2906</a>	Indigenous Philosophy – Inaadiziwin (Thought)

**From:****Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<a href="#">SOC1 1016</a>	Introduction to Sociology	3 cr.
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SOC1 2126</a>	Social Research Methods	3 cr.
<a href="#">SOC1 2127</a>	Social Statistics and Data Analysis	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.

<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
<a href="#">SWLF 4006</a>	Social Development	3 cr.
<a href="#">SWLF 4007</a>	Honours Seminar	3 cr.
SWLF Upper level		24 cr.

**Non-substantive:**

That the course SWLF 3146 Work be unbanked.

***Rationale:***

*The course is intended to be offered in 24FW.*

**Non-substantive:**

That the course description for SWLF 3146 Work be revised as outlined below.

**To:**

Students examine paid work and its role in both the well-being and the alienation of individuals and communities. Topics covered may include the division of labour, unemployment, underemployment, job training, job insecurity, low waged work, scientific management, the restructuring of labour processes, trade unions, collective bargaining, and workers' control of production.

**From:**

This course examines paid work and its role in both the well-being and the alienation of individuals and communities. Topics covered may include the division of labour, unemployment, underemployment, job training, job insecurity, lowwaged work, scientific management, the restructuring of labour processes, trade unions, collective bargaining, and workers' control of production.

***Rationale:***

*We have moved away from starting descriptions with, "In this course" which the original SWLF 3146 description included. It has been modified to meet our current requirements for student-focused course descriptions.*

**Sociology****Non-substantive:**

That the prerequisite for SOCI 2126: Introduction to Sociological Research Methods be changed as outlined below.

**New Prerequisite:** SOCI 1016 or SOCI 1015 or SWLF 1006

**Current Prerequisite:** SOCI 1016 or SOCI 1015

***Rationale:***

*Adding SWLF 1006 as a prerequisite will allow students, especially those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker as well as those who are going into consecutive education, more flexibility in fulfilling the prerequisite for SOCI 2126. They will also be able to successfully complete SOCI 2126 without taking SOCI 1016 as a sociology textbook is used for SWLF 1006 similar to that used for SOCI 1016.*

#### 4. Faculty of Education and Professional Studies

##### School of Business

**Motion 25:** That Senate approve that the program requirements for the Bachelor of Commerce (Three-year) be changed as outlined below: (*additions highlighted in yellow and deletions highlighted in red with strikethrough*)

**To:**

To graduate with a Bachelor of Commerce (three-year), students must complete 90 credits, including core and elective requirements as follows:

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<del>MKTG 2127</del>	<del>Marketing for Managers</del>	3 cr.
<a href="#">MKTG 2126</a>	Consumer Behaviour	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.

**From:**

To graduate with a Bachelor of Commerce (three-year), students must complete 90 credits, including core and elective requirements as follows:

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.

<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<a href="#">MKTG 2127</a>	Marketing for Managers	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.

**Rationale:**

*The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the 3-year Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.*

**Motion 26:** That Senate approve that the program requirements for the Bachelor of Commerce (Four-year) be changed as outlined below: *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*

To graduate with a Bachelor of Commerce (Four-year), students must complete 120 credits, including core and elective requirements as follows:

**To:**

To graduate with a Bachelor of Commerce (four-year), students must complete 120 credits, including core and elective requirements as follows:

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<del><a href="#">MKTG 2127</a></del>	<del>Marketing for Managers</del>	3 cr.
<a href="#">MKTG 2126</a>	Consumer Behaviour	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.



<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.
ADMN 4607	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

**From:**

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<a href="#">MKTG 2127</a>	Marketing for Managers	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.
<a href="#">ADMN 4607</a>	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

**Rationale:**

*The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the (4-year) Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.*

**Motion 27:** That Senate approve that the program requirements for the Bachelor of Commerce (Honours) be changed as outlined below: *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*

To graduate with a Bachelor of Commerce (Honours), students must complete 120 credits, including core and elective requirements as follows:

**To:**

To graduate with a Bachelor of Commerce (Honours), students must complete 120 credits, including core and elective requirements as follows:

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<del><a href="#">MKTG 2127</a></del>	<del>Marketing for Managers</del>	3 cr.
<a href="#">MKTG 2126</a>	Consumer Behaviour	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
ADMN 4606	Business Strategy and Policy I	3 cr.
ADMN 4607	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

\*For the BComm (Honours), these six credits must be at the 4000 level

**From:**

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<a href="#">MKTG 2127</a>	Marketing for Managers	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.

<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.
<a href="#">ADMN 4607</a>	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

\*For the BComm (Honours), these six credits must be at the 4000 level

**Rationale:**

*The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the (Honours) Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.*

**Schulich School of Education**

**Motion 28:** That Senate approve that the 3-credit course *Academic Writing* (ACAD 1601) be removed as a requirement to progress into Years 5 and 6 of the Bachelor of Education for Concurrent Education.

**Rationale:**

*Academic Writing (ACAD 1601) is already listed as a requirement for most programs with a few exceptions including Criminal Justice and Business; listing it as a B.Ed. Concurrent requirement is, therefore, redundant.*

**Motion 29:** That Senate approve the creation of EDUC-4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner as outlined in the template below:

**Rationale:**

*This course will be a combination of learning objectives from EDUC 4946 History, Policy, and Indigenous Education and 4762 Proactive and Inclusive Classroom Management. The inclusion of this new course for Indigenous Education Program (IEP) students will situate learning re-engagement strategies from an Indigenous holistic foundation of wellness and balance, and an understanding of the historical and contemporary impacts of colonization on Indigenous schools and communities and their effects on Indigenous students in educational settings and classrooms.*

Course Code	EDUC 4967
Course Title:	Indigenous Classroom Navigation: Engaging the Indigenous Learner
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Teacher candidates explore cultural and social aspects of Indigenous education in Canada. Candidates critically examine and demonstrate understandings of the legal and historical connections between culture and education. Teacher candidates explore ways to understand, support and engage Indigenous students in

	the classroom through the examination and application of Indigenous holistic models of education and pedagogies.
Course Prerequisite:	NA
Course Corequisite:	
Course Antirequisite:	EDUC 4762 Proactive and Inclusive Classroom Management EDUC 4946 History, Policy, and Indigenous Education
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	This course is restricted to ITEP and TILSL students.
Is this a Topic Course?  <i>Topic courses are courses that students can take more than once for credit.</i>	Yes No
Will this course have an Experiential Learning component as defined by the MCU	Yes No

Outline the department's plan for offering this course.  <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This new course replaces EDUC 4946 History, Policy and Indigenous Education and would move into the existing cycle of courses offered to Year 2/3 ITEP and TILSL students. The course will be offered in the winter semester of 2025.
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. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>   36   </u> - <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: <u>   36   </u> hours/asynchronous over 9 weeks (BEd schedule) Lab: _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____
<u>Is this course cross-listed? If so, with what department?</u>	Yes No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<u>Program Implications:</u>  <u>Is this a required course for a program, or part of a Group,</u>	This will be a required course for all ITEP and TILSL students.

<u>Concentration, Stream, etc.?</u>	
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If yes, include rationale: The course is a combination of learning objectives from EDUC 4946 History, Policy and Indigenous Education and EDUC 4762 Proactive and Inclusive Classroom Management
Learning Outcomes (6-8 points, visible, measurable and in active voice)  For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	Students who successfully complete this course will: <ol style="list-style-type: none"> <li>a. demonstrate critical thinking and analytical skills with regard to educational theory, historical context, research, policy, legislation, educational governance, assessment, and evaluation to inform professional practice;</li> <li>b. interpret historical and contemporary legislative policies that affect delivery of educational services to Indigenous peoples</li> <li>c. explore educational governance structures for Indigenous peoples and First Nation communities.</li> <li>d. examine and develop strength-based approaches and strategies to promote classroom success for the Indigenous learner</li> <li>e. analyze Indigenous holistic models and pedagogical approaches that connect with the intellectual, emotional, physical and spiritual aspects of the self and how they apply in the classroom</li> <li>f. demonstrate knowledge of cultural safety as a starting point for planning and teaching in today's diverse classrooms</li> <li>g. explore Indigenous models of child development and learning within Indigenous cultures</li> </ol>
Will this course have budgetary implications?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No enter additional resources:
How will this course contribute to the program level outcomes?	The course meets a number of undergraduate degree level expectations such as broadening and strengthening the student's field of knowledge related to the education field as well as child development; requirement for students to gather, review and apply new knowledge in their practical experiences.
Who amongst your current faculty has the competencies to teach this course?	Dr. Glen Sharpe
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	This course is a revision of EDUC 4762 Inclusive and Proactive Classroom Management. This course's learning objectives are developed from a decolonized understanding to develop learning environments from an Indigenous perspective of wellness, balance and being.

How will you communicate this new offering to students?	All ITEP and TILSL students will be informed of this course through direct communication (email notification), as well as any external communications related to program delivery and structure.
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**Motion 30:** That Senate approve that the program requirements for the Indigenous Teacher Education Program be changed as outlined below: *(additions highlighted in yellow and deletions highlighted in red with strikethrough)*

**To:**

Students must complete 60 credits as follows:

- [EDUC 4717](#): Languages and Literacies for the Primary and Junior Divisions
- [EDUC 4716](#): Legal and Social Foundations of Education
- [EDUC 4726](#): Diversity and Inclusion
- [EDUC 4727](#): Emergent and Early Literacies for the Primary and Junior Divisions
- [EDUC 4736](#): Introduction to Curriculum Design and Teaching
- [EDUC 4737](#): Health and Physical Education for the Primary and Junior Divisions
- [EDUC 4746](#): Assessment, Evaluation and Communication of Student Learning
- [EDUC 4747](#): Mathematics for the Primary and Junior Divisions
- [EDUC 4756](#): Curriculum Design and Inquiry
- [EDUC 4757](#): Music for the Primary and Junior Divisions
- [EDUC 4766](#): Technology Enriched Teaching and Learning
- [EDUC 4767](#): Science and Technology for the Primary and Junior Divisions
- [EDUC 4776](#): Special Needs of Students
- [EDUC 4777](#): Social Studies for the Primary and Junior Divisions
- [EDUC 4787](#): Visual Arts for the Primary and Junior Divisions
- ~~[EDUC 4946](#): History, Policy and Indigenous Education~~
- [EDUC 4967](#): Indigenous Classroom Navigation: Engaging the Indigenous Learner
- [EDUC 4947](#): Understanding Indigenous Pedagogies
- [EDUC 4714](#): Practicum I
- [EDUC 4814](#): ITEP Practicum II
- [EDUC 4858](#): Community Leadership Experience
- [EDUC 4914](#): ITEP Practicum III

**From:**

Students must complete 60 credits as follows:

- [EDUC 4717](#): Languages and Literacies for the Primary and Junior Divisions
- [EDUC 4716](#): Legal and Social Foundations of Education
- [EDUC 4726](#): Diversity and Inclusion
- [EDUC 4727](#): Emergent and Early Literacies for the Primary and Junior Divisions
- [EDUC 4736](#): Introduction to Curriculum Design and Teaching
- [EDUC 4737](#): Health and Physical Education for the Primary and Junior Divisions
- [EDUC 4746](#): Assessment, Evaluation and Communication of Student Learning
- [EDUC 4747](#): Mathematics for the Primary and Junior Divisions
- [EDUC 4756](#): Curriculum Design and Inquiry
- [EDUC 4757](#): Music for the Primary and Junior Divisions
- [EDUC 4766](#): Technology Enriched Teaching and Learning
- [EDUC 4767](#): Science and Technology for the Primary and Junior Divisions
- [EDUC 4776](#): Special Needs of Students
- [EDUC 4777](#): Social Studies for the Primary and Junior Divisions
- [EDUC 4787](#): Visual Arts for the Primary and Junior Divisions
- [EDUC 4946](#): History, Policy and Indigenous Education

- [EDUC 4947](#): Understanding Indigenous Pedagogies
- [EDUC 4714](#): Practicum I
- [EDUC 4814](#): ITEP Practicum II
- [EDUC 4858](#): Community Leadership Experience
- [EDUC 4914](#): ITEP Practicum III

**Rationale:**

*Substituting EDUC 4946 History, Policy and Indigenous Education with EDUC 4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner will ensure the Indigenous Teacher Education Program will include learning objectives that connect with classroom engagement strategies specific for Indigenous students and communities that reflect the historical legacy of Indigenous education and continue to impact contemporary classroom and school learning environments in both the public education system and First Nation schools.*

**Motion 31:** That Senate approve that the program requirements for the Teacher of Indigenous Language as a Second Language Program be changed as outlined below: (*additions highlighted in yellow and deletions highlighted in red with strikethrough*)

**To:**

Students must complete 60 credits as follows:

- [EDUC 1436](#) Indigenous Languages Curriculum I
- [EDUC 1446](#) Indigenous Languages Team Teaching I
- [EDUC 1546](#) Indigenous Language Methodologies I
- [EDUC 2436](#) Indigenous Languages Curriculum II
- [EDUC 2446](#) Indigenous Languages Team Teaching II
- [EDUC 2546](#) Indigenous Language Methodologies II
- [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 4766](#) Technology Enriched Teaching and Learning
- [EDUC 4776](#) Special Needs of Students
- ~~[EDUC 4946 History, Policy and Indigenous Education](#)~~
- [EDUC 4967: Indigenous Classroom Navigation: Engaging the Indigenous Learner](#)
- [EDUC 4947](#) Understanding Indigenous Pedagogies
- [EDUC 4714](#) Practicum I
- [EDUC 4814](#) Practicum II
- [EDUC 4858](#) Community Leadership Experience
- [EDUC 4914](#) Practicum III

Six credits from:

- [EDUC 1456](#) Anishnaabemwin Language I and [EDUC 2456](#) Anishnaabemwin Language II, or
- [EDUC 1556](#) Cree Language I and [EDUC 2556](#) Cree Language II, or
- [EDUC 1576](#) Lunaape Language I and [EDUC 2576](#) Lunaape Language II, or
- [EDUC 1586](#) Mohawk Language I and [EDUC 2586](#) Mohawk Language II, or
- [EDUC 1596](#) Cayuga Language I and [EDUC 2596](#) Cayuga Language II

**From:**

Students must complete 60 credits as follows:

- [EDUC 1436](#) Indigenous Languages Curriculum I
- [EDUC 1446](#) Indigenous Languages Team Teaching I
- [EDUC 1546](#) Indigenous Language Methodologies I
- [EDUC 2436](#) Indigenous Languages Curriculum II
- [EDUC 2446](#) Indigenous Languages Team Teaching II
- [EDUC 2546](#) Indigenous Language Methodologies II
- [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 4766](#) Technology Enriched Teaching and Learning
- [EDUC 4776](#) Special Needs of Students
- [EDUC 4946](#) History, Policy and Indigenous Education
- [EDUC 4947](#) Understanding Indigenous Pedagogies
- [EDUC 4714](#) Practicum I
- [EDUC 4814](#) Practicum II
- [EDUC 4858](#) Community Leadership Experience
- [EDUC 4914](#) Practicum III

Six credits from:

- [EDUC 1456](#) Anishnaabemwin Language I and [EDUC 2456](#) Anishnaabemwin Language II, or
- [EDUC 1556](#) Cree Language I and [EDUC 2556](#) Cree Language II, or
- [EDUC 1576](#) Lunaape Language I and [EDUC 2576](#) Lunaape Language II, or
- [EDUC 1586](#) Mohawk Language I and [EDUC 2586](#) Mohawk Language II, or
- [EDUC 1596](#) Cayuga Language I and [EDUC 2596](#) Cayuga Language II

**Rationale:**

*Substituting EDUC 4946 History, Policy and Indigenous Education with EDUC 4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner will ensure the Teacher of Indigenous Language as a Second Language Program will include learning objectives that connect with classroom engagement strategies specific for Indigenous students and communities that reflect the historical legacy of Indigenous education and continue to impact contemporary classroom and school learning environments in both the public education system and First Nation schools.*

**Non-substantive:**

That the course EDUC 5237 (Educating for Environmental Sustainability) be unbanked.

**Rationale:**

*EDUC 5237: Educating for Environmental Sustainability was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5237 was banked and respectfully request that it be unbanked as I have scheduled it to be taught in the Spring/Summer 2025 Term offerings of Graduate Courses in Education. The course offers an investigative participation in topics related to environmental and sustainability education including implementation of such topics for diverse learners. The course has application to the MEd existing themes of Teaching and Pedagogy and Educational Leadership. Moving forward, I anticipate EDUC 5237 to be offered in each cyclical rotation of Graduate Courses in Education.*



- **February 26, 2024 ACC Report** (page 110)

**Motion 1:** That the Report of the Academic Curriculum Committee dated February 26, 2024 be received.

### **Faculty of Arts and Science**

#### **History**

**Motion 2:** That Senate approve that MATH 2326 Anishinaabek Way of Life and Mathematics with Applications be added to the list of courses counting towards the Certificate in the Study of Societies in Transition: Reciprocity, Relationship, and Reconciliation Histories as outlined below. (*addition highlighted in yellow*)

#### **Proposed Requirements:**

##### **Program Requirements:**

All of:

<a href="#">HIST 1306</a>	or Animating the Land: Nbisiing Nishnaabeg Histories or	3 cr.
<a href="#">INDG 1006</a>	Madjitang, in the Beginning	
<a href="#">HIST 2447</a>	or Indigenous Treaties or	3 cr.
<a href="#">INDG 2906</a>	Indigenous Philosophy - Inaadziwin	
NINE credits of, with at least SIX credits at the 3000 level:		
<a href="#">HIST 1506</a>	The Idea of Canada	3 cr.
<a href="#">HIST 1236</a>	Strong, Wise, and Beautiful: Women in 20th Century Canada	3 cr.
<a href="#">INDG 1506</a>	On the Land/From the Land: Indigenous Worldview	3 cr.
<a href="#">INDG 1306</a>	Ojibwe 1	3 cr.
<a href="#">INDG 1307</a>	Ojibwe 2	3 cr.
<a href="#">ENGL 1126</a>	Literature and the Land	3 cr.
<a href="#">ANTH 2006</a>	Ethnographic Imagination	3 cr.
<a href="#">ANTH 2026</a>	Archaeology I	3 cr.
<a href="#">HIST 2016</a>	Colonialism and Resettlement in the Canadian West	3 cr.
<a href="#">INDG 2026</a>	Indigenous Art and Creativity	3 cr.
<a href="#">INDG 2106</a>	Oral and Literary Storywork	3 cr.
<a href="#">INDG 2206</a>	Indigenous Screen Cultures	3 cr.
<a href="#">INDG 2406</a>	Indigenous Families – Colonial Impacts and Contemporary Responses	3 cr.
<a href="#">INDG 2907</a>	Indigenous Philosophy - Bimaadsiwin	3 cr.
<a href="#">RLCT 2096</a>	Religion, Colonialism, and State Violence	3 cr.
<a href="#">ANTH 3006</a>	Anthropology of Development in the Canadian North	3 cr.
<a href="#">ANTH 3027</a>	Indigenous Peoples and the State	3 cr.
<a href="#">ENGL 3277</a>	Topics in the Indigenous Literatures of North America	3 cr.
<a href="#">HIST 3346</a>	First Nations in Historical Perspective	3 cr.
<a href="#">HIST 3306</a>	Canada's Forgotten War: Obwandiyag and the Defence	3 cr.
<a href="#">HIST 3307</a>	Gaa Bi Kidwaad Maa Nbisiing: Nbisiing Nishnaabeg Histories	3 cr.

<a href="#">HIST 3806</a>	Experiential Learning Course	3 cr.
<a href="#">INDG 3106</a>	Indigenous Health and Wellness	3 cr.
<a href="#">INDG 3416</a>	The News and First Peoples	3 cr.
<a href="#">INDG 3406</a>	Colonialism in First Nations' Communities	3 cr.
<a href="#">INDG 3606</a>	Special Topics in Indigenous Studies I	3 cr.
<a href="#">INDG 3607</a>	Special Topics in Indigenous Studies II	3 cr.
<a href="#">GEND 3066</a>	Invasion and Resistance	3 cr.
<a href="#">GEND 3216</a>	Testimony and Witness	3 cr.
<a href="#">GEND 3227</a>	Justice After Atrocity	3 cr.
<a href="#">GEND 3356</a>	International Rights of Indigenous People	3 cr.
<a href="#">POLI 3216</a>	Post Conflict Stabilization, Reconstruction, and Reconciliation	3 cr.
<a href="#">POLI 3236</a>	Conflict, Power, and Persuasion: Indigenous Negotiations in Canada	3 cr.
<a href="#">SWLF 3406</a>	Colonialism in First Nations	3 cr.
<a href="#">SWLF 3407</a>	Social Development in First Nations	3 cr.
<a href="#">MATH 2326</a>	Anishinaabek Ways of Life and Mathematics with Applications	3 cr.

**Current Requirements:****Program Requirements:**

All of:

<a href="#">HIST 1306</a>	or Animating the Land: Nbsiing Nishnaabeg Histories or	3 cr.
<a href="#">INDG 1006</a>	Madjitang, in the Beginning	
<a href="#">HIST 2447</a>	or Indigenous Treaties or	3 cr.
<a href="#">INDG 2906</a>	Indigenous Philosophy - Inaadziwin	

NINE credits of, with at least SIX credits at the 3000 level:

<a href="#">HIST 1506</a>	The Idea of Canada	3 cr.
<a href="#">HIST 1236</a>	Strong, Wise, and Beautiful: Women in 20th Century Canada	3 cr.
<a href="#">INDG 1506</a>	On the Land/From the Land: Indigenous Worldview	3 cr.
<a href="#">INDG 1306</a>	Ojibwe 1	3 cr.
<a href="#">INDG 1307</a>	Ojibwe 2	3 cr.
<a href="#">ENGL 1126</a>	Literature and the Land	3 cr.
<a href="#">ANTH 2006</a>	Ethnographic Imagination	3 cr.
<a href="#">ANTH 2026</a>	Archaeology I	3 cr.
<a href="#">HIST 2016</a>	Colonialism and Resettlement in the Canadian West	3 cr.
<a href="#">INDG 2026</a>	Indigenous Art and Creativity	3 cr.
<a href="#">INDG 2106</a>	Oral and Literary Storywork	3 cr.
<a href="#">INDG 2206</a>	Indigenous Screen Cultures	3 cr.
<a href="#">INDG 2406</a>	Indigenous Families – Colonial Impacts and Contemporary Responses	3 cr.
<a href="#">INDG 2907</a>	Indigenous Philosophy - Bimaadsiwin	3 cr.
<a href="#">RLCT 2096</a>	Religion, Colonialism, and State Violence	3 cr.
<a href="#">ANTH 3006</a>	Anthropology of Development in the Canadian North	3 cr.
<a href="#">ANTH 3027</a>	Indigenous Peoples and the State	3 cr.

<a href="#">ENGL 3277</a>	Topics in the Indigenous Literatures of North America	3 cr.
<a href="#">HIST 3346</a>	First Nations in Historical Perspective	3 cr.
<a href="#">HIST 3306</a>	Canada's Forgotten War: Obwandiyag and the Defence	3 cr.
<a href="#">HIST 3307</a>	Gaa Bi Kidwaad Maa Nbisiing: Nbisiing Nishnaabeg Histories	3 cr.
<a href="#">HIST 3806</a>	Experiential Learning Course	3 cr.
<a href="#">INDG 3106</a>	Indigenous Health and Wellness	3 cr.
<a href="#">INDG 3416</a>	The News and First Peoples	3 cr.
<a href="#">INDG 3406</a>	Colonialism in First Nations' Communities	3 cr.
<a href="#">INDG 3606</a>	Special Topics in Indigenous Studies I	3 cr.
<a href="#">INDG 3607</a>	Special Topics in Indigenous Studies II	3 cr.
<a href="#">GEND 3066</a>	Invasion and Resistance	3 cr.
<a href="#">GEND 3216</a>	Testimony and Witness	3 cr.
<a href="#">GEND 3227</a>	Justice After Atrocity	3 cr.
<a href="#">GEND 3356</a>	International Rights of Indigenous People	3 cr.
<a href="#">POLI 3216</a>	Post Conflict Stabilization, Reconstruction, and Reconciliation	3 cr.
<a href="#">POLI 3236</a>	Conflict, Power, and Persuasion: Indigenous Negotiations in Canada	3 cr.
<a href="#">SWLF 3406</a>	Colonialism in First Nations	3 cr.
<a href="#">SWLF 3407</a>	Social Development in First Nations	3 cr.

### **Computer Science and English**

**Motion 3:** That Senate approve that the Certificate in Digital Humanities be removed from the Academic Calendar.

#### ***Rationale:***

The certificate does not align with current available offerings.

### **Schulich School of Education** (page 113)

#### **For Information/Discussion:**

The Academic Curriculum Committee reviewed and discussed the Application for Renewal of Accreditation.

- The Committee expressed their appreciation for the amount of work that was involved in preparing the document.
- Formatting suggestions were relayed to the Dean of Education.
- The Registrar indicated it would be beneficial to have some conversations regarding program demand for teachables from a recruitment prospective and identify the priorities to develop new teachables.
- There was discussion of how and if the two conceptual models of the programs would be integrated.
- There was a discussion of the need to identify current and future teachables.
- It was recommended that the accreditation document include a section on on-going and prospective plans for the School.

### **Application for Renewal of Accreditation**

#### **Nipissing University, Schulich School of Education**

**Program Name:**

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or certificate (referred to as the *Indigenous Teacher Education Program* (ITEP))
- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Bachelor of Education degree or Diploma (referred to as *Teacher of Indigenous Language as a Second Language Program* (TILSL))

**Submitted by:**

Schulich School of Education, Nipissing University

**Submission Date:**

February 29, 2024

**Academic Quality Assurance and Planning Committee (AQAPC)** (page 224)

Motion 1: That the Report of the Academic Quality Assurance and Planning Committee (AQAPC) dated March 1, 2024 be received.

**Teaching and Learning Committee (TLC)** (page 238)

Motion 1: That the Report of the Teaching and Learning Committee dated November 23, 2023 be received.

**9. Other Business****10. Amendment of By-laws****11. Elections****12. New Business****13. Announcements****14. Adjournment**

**Nipissing University**  
**Minutes of the Academic Senate Meeting**  
**February 9, 2024**  
**2:30 p.m.**  
**Room F210 & Zoom Videoconference**

**Members Present:**

K. Wamsley (Chair), A Graff, B. Law, G. Raymer, D. Walters, D. Iafrate, N. Black

L. Chen, R. Davis, H. Earl, R. Gendron, A. Hatef, G. McCann, J. Murton, S. O'Hagan, G. Phillips (Deputy Speaker), S. Renshaw, T. Smith, N. Stevens, D. Tabachnick, L. Thielen-Wilson, R. Vernescu, A. Weeks, R. Wenghofer, S. Winters, H. Zhu

S. Cairns, K. Ferguson, C. Greco, D. Hay, T. McParland, P. Millar, J. Muterera, C. Ricci, A. Schinkel-Ivy, T. Sibbald (Speaker), M. Sullivan, J. Thornborrow, R. Vanderlee, V. Williams

C. Irwin, O. Pokorny, L. Sinclair

F. Couchie, S. Fiddler

R. Hehn

H. Panchal, S. Greco, B. Brown

**Absent With Regrets:**

C. Sutton, S. Srigley, A. Adler, T. Horton, R. McEntee, E. Cooke, P. English

The Senate Speaker offered a Traditional Territory acknowledgement.

**Approval of the Agenda of the Senate Meeting of:** February 9, 2024

Motion 1: Moved by R. Hehn, seconded by D. Hay that the agenda of the Senate meeting of February 9, 2024 be approved.  
CARRIED

**Adoption of the Minutes of the Senate Meeting of:** January 12, 2024

Motion 2: Moved by N. Stevens, seconded by B. Brown that the minutes of the Senate meeting of January 12, 2024 be adopted with a minor amendment on page 4 clarifying the changes of University's financial situation.  
CARRIED

### **Business Arising From the Minutes**

An election for three tenured faculty members from the Faculty of Arts and Science (elected by Senate) to serve on the Search Committee for the Dean of Arts and Science was included in the January 12, 2024 Senate agenda. The following three faculty members were elected by an anonymous Microsoft Forms email vote:

Dr. Robin Gendron  
Dr. Jamie Murton  
Dr. David Tabachnick

### **Reports From Other Bodies**

The President provided a report. The report is attached to the minutes.

The Provost and Vice-President Academic provided an oral report and was pleased to announce the following upcoming Nipissing Research and Innovation sponsored events:

- Working Together: IP in Academia and Industry presentation by Noel Courage LL.B. on February 12 at the NUSU Student Centre
- NU 360 Speaker Night on March 20 at the NUSU Student Centre
- Undergraduate Research Conference on March 22 & 23. The Provost thanked the faculty members that have agreed to participate and encouraged students to present their research projects.
- Three Minute Thesis Competition on March 26 in the Nipissing University Theatre (F213)

The Provost also reminded that the Wampum Beading Project will be mounting their work in the NUSU Gallery this evening at 6 pm.

The Alumni Advisory Board representative provided a report. The report is attached to the minutes.

The Council of Ontario Universities Academic Colleague provided an oral report advising that the following topics have been discussed and will continue to be discussed at upcoming meetings: concerns regarding private colleges and housing shortages for international students, freedom of speech and academic freedom regarding the Middle East conflict, and the recognition of environmental sustainability and how we might collaborate with Canadore College to achieve goals in this area.

The NUSU VP Advocacy and Awareness provided a report. The report is attached to the minutes.

### **Question Period**

A Senator spoke to concerns regarding the future of the Faculty of Arts and Science and the challenges of program sustainability. It was noted that motions are often passed with no meaningful discussion or opposition which raises concerns as to why questions regarding changes to academic programs were not raised in Senate and how we have come to the suspension of programs. Governance is hard work. It is reading and asking tough questions. Senators were asked to look to the future and think of ways to make Senate more effective and improve what we do as a Senate. The Senator reminded that our administration is doing their best with limited funds to determine where the institution is going and what it will look like in the future.

It was suggested that moving forward the responses from internal and external IQAP reviews be included in the Senate agenda for discussion at Senate. The primary responsibility of this body is to oversee the integrity and health of academic programs and this would be an effective way of flagging programs that are in trouble and to have broader discussion.

The Provost advised that she welcomes this conversation and encouraged Senators to actively take part in their role in academic governance and oversight. She expressed concerns that Senators may not always receive the required information in a meaningful, regular, and consistent way to contribute to academic decision making. She advised that over the last three months she has been working towards developing a program review matrix to be used as an annual way of reporting back to Senate on the health and viability of each program. This would be an amalgam of work of the units, the Registrar's Office, and the Institutional Planning Office.

The Provost indicated that the IQAP reports do not include enough information for Senate to test the viability of programs. COU is reflecting on the current structure of the IQAP documents as the financial viability of programs is not considered. They measure against the programs as described by the members of the program, not from a Senate or institutional perspective. Nipissing's program review document is meant to help Senate understand which programs have low enrollment and what the institution is doing to invest in the program year over year and measuring those investments. Senate's role is to have oversight and determine how the investments are playing out and gaining knowledge across the faculties and the programs. The Provost made a commitment to ensure that Senate has consistent information so that as a body it can reflect on ways to effect policy or program design at the level of program.

Following a request for regular reporting from the VP Finance and Administration, the Provost advised that changes to the Senate Budget Advisory Committee membership and terms of reference were just approved by Senate, so this Committee meets regularly and provides reports to Senate.

It was suggested that reports for Senate be provided at the start of the year rather than at the end of the year when some Senators may be off over the summer.

Following a request that Faculty Council report regularly to Senate, the Dean of Arts and Science advised that this would require a change in the Faculty of Arts and Science Constitution and would be up to members to discuss.

A question was asked whether a case will be made in support of universities following the response from the college sector that contained direct attacks on universities regarding international student enrollment in private colleges. The President advised that COU and Universities Canada have chosen to take the high road on this situation and that legislation is aimed at the private partnerships of the colleges. Much of the work is directed at the provincial government. Unfortunately, the federal government has given the province licence to decrease our autonomy as institutions as they have the right to identify the programs that international students can enroll in. A lot of work is taking place with the Ministers. 19 Presidents have met with the Minister, and they are pleased with the response of the Deputy Minister. North Bay City Council is also supporting Nipissing University and Canadore College and a statement has been provided to the Chamber of Commerce. He advised that we are doing what is right. We are being responsible by looking after our students and our finances.

In response to a question as to whether the argument has been made that the percentages are unfair to smaller universities and there aren't many small universities left, the President advised that the cost of offering programs in the north is much greater than universities in the south and

that we aren't going to get much bigger than 6000 students. The university is vital to the economy in North Bay and every argument he makes is to preserve the institution, the size that is best for us and best for our city.

Following a request as to when an update on our fundraising activities might be expected, the President advised that the current Director of Advancement and External Relations is on leave, but that fund raising activities continue and in another month or so regular reports will be provided. Many of the fundraising activities will be predicated upon the Strategic Plan and what has been achieved already, and the final aspects of our Operational Plan and Academic Plan will dictate our future. Further information will be provided in the coming weeks.

In response to a question regarding cross-coding, the Registrar advised that she has had discussions with faculty members and the Deans regarding the practice of an individual course with more than one course code. She reported that it is not good practice for data integrity to have multiple course codes for an individual course. The Registrar is researching practices at other institutions in order to determine best practice for the university.

It was noted that cross-coding allows small departments to provide a broader offering. The Registrar advised that cross-coding is not the preferred option; there are other more preferable ways that departments can continue to offer a broad offering of courses including cross-listing whereby home departments maintain ownership of the course. She would be happy to discuss this further.

## **Reports of Standing Committees and Faculty or University Councils**

### **Senate Executive Committee**

Motion 3: Moved by K. Wamsley, seconded by S. Renshaw that the Report of the Senate Executive Committee dated February 1, 2024 be received.  
CARRIED

### **Academic Curriculum Committee**

Motion 4: Moved by A. Graff, seconded by T. Smith that the Report of the Academic Curriculum Committee dated January 19, 2024 be received.  
CARRIED

### **Faculty of Arts and Science**

#### **Biology/Chemistry**

Motion 5: Moved by D. Walters, seconded by N. Stevens that Senate approve that CHEM 2306 Organic Chemistry I be added as a degree requirement for the BSc Honours Specialization in Biology as outlined below.  
CARRIED

Rationale: This change would make the program consistent with the majority of Biology programs across the province that have at least one Organic Chemistry course as a requirement.

#### **Current Requirements:**

Program Requirements:



Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Biology.

Students must complete 120 credits including 60 credits in the Honours Specialization, as follows:

<a href="#">BIOL 1006</a>	Introduction to Molecular and Cell Biology	3 cr.
<a href="#">BIOL 1007</a>	Introduction to Organismal and Evolutionary Biology	3 cr.
<a href="#">BIOL 2446</a>	Principles of Ecology	3 cr.
<a href="#">BIOL 2557</a>	Genetics	3 cr.
<a href="#">BIOL 2336</a>	Biology of Seedless Plants	or
<a href="#">BIOL 2337</a>	Biology of Seed Plants	3 cr.
<a href="#">BIOL 2836</a>	Invertebrate Zoology	or
<a href="#">BIOL 2837</a>	Vertebrate Zoology	3 cr.
<a href="#">BIOL 3117</a>	Biostatistics	3 cr.
BIOL Upper level		18 cr.
BIOL 3000 level		12 cr.
BIOL 4000 level		9 cr.

#### Other Science Requirements:

<a href="#">CHEM 1006</a>	General Chemistry I	3 cr.
<a href="#">CHEM 1007</a>	General Chemistry II	3 cr.
MATH 1000 level (excluding <a href="#">MATH 1070</a> , <a href="#">MATH 1911</a> , <a href="#">MATH 1912</a> and <a href="#">MATH 1922</a> )		3 cr.
<a href="#">Science</a> (maximum 3 cr. Biology)		6 cr.

#### Proposed Requirements:

Program Requirements:

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Biology.

Students must complete 120 credits including 60 credits in the Honours Specialization, as follows:

<a href="#">BIOL 1006</a>	Introduction to Molecular and Cell Biology	3 cr.
<a href="#">BIOL 1007</a>	Introduction to Organismal and Evolutionary Biology	3 cr.
<a href="#">BIOL 2446</a>	Principles of Ecology	3 cr.
<a href="#">BIOL 2557</a>	Genetics	3 cr.
<a href="#">BIOL 2336</a>	Biology of Seedless Plants	or
<a href="#">BIOL 2337</a>	Biology of Seed Plants	3 cr.
<a href="#">BIOL 2836</a>	Invertebrate Zoology	or
<a href="#">BIOL 2837</a>	Vertebrate Zoology	3 cr.
<a href="#">BIOL 3117</a>	Biostatistics	3 cr.
BIOL Upper level		18 cr.
BIOL 3000 level		12 cr.
BIOL 4000 level		9 cr.

#### Other Science Requirements

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<a href="#">CHEM 1006</a>	General Chemistry I	3 cr.
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<a href="#">CHEM 1007</a>	General Chemistry II	3 cr.
CHEM 2306	Organic Chemistry I	3 cr.
MATH 1000 level (excluding <a href="#">MATH 1070</a> , <a href="#">MATH 1911</a> , <a href="#">MATH 1912</a> and <a href="#">MATH 1922</a> )		3 cr.
<a href="#">Science</a>		3 cr.

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### Fine Arts & Visual Arts

#### **Non-substantive:**

That FAVA 2516: Community-Based Practice be unbanked as outlined below.

Rationale: The FAVA program plans to run this course in Winter 2025 (it will replace FAVA 2406: Drawing: Image and Ideation in cycling schedule).

#### **Non-substantive:**

That the course description for FAVA 2516: Community-Based Practice be revised as outlined below.

#### New Description:

Students explore community-based art practice through a combination of collaborative research activity and studio production. Working closely with one or more community organizations, students gain a broader perspective of the issues that affect local and regional communities. Students investigate how art functions in the public sphere and apply what they learn to the development of one or more public art projects.

#### Old description:

In this course, students will explore community-based art practice through a combination of collaborative research activity and studio production. Working closely with one or more community organizations, students will gain a broader perspective of the issues that affect local and regional communities. Students will investigate how art functions in the public sphere and apply what they learn to the development of one or more public art projects.

Rationale: The old description was not in present tense, active voice.

### **Faculty of Education and Professional Studies**

#### Education

#### **Non-substantive:**

That the course EDUC 5256 (Evaluation of Curriculum and Instruction) be unbanked.

Rationale: EDUC 5256 Evaluation of Curriculum and Instruction was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5256 was banked and respectfully request that it be unbanked as I have scheduled it to be taught in the Spring/Summer offerings of Graduate Courses in Education. The course offers a critical and reflective examination of curriculum and instruction and has application to the MEd themes of Adult Education, Educational Leadership, and Teaching and Pedagogy. Moving forward, I anticipate EDUC 5256 to be offered in each three-year cycle of Graduate Courses in Education.

**Non-substantive:**

That the course EDUC 5126 (Theories of Learning) be unbanked.

Rationale: EDUC 5126 Theories of Learning was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5126 was banked and respectfully request that it be unbanked as I intend to schedule it to be taught in the Spring/Summer 2025 Term offerings of Graduate Courses in Education. The course explores various theories of learning and offers a critical and reflective examination of curriculum and instruction and has direct application to the MEd existing themes of Adult Education, Educational Leadership, Special Education and Teaching and Pedagogy. Moving forward, I anticipate EDUC 5126 to be offered in each cyclical rotation of Graduate Courses in Education.

**Non-substantive:**

That the course EDUC 5647 (The Gifted Learner) be unbanked.

Rationale: EDUC 5647: The Gifted Learner is a companion course to EDUC 5646 Creativity and Learning, EDUC 5417 Alternative Schooling, EDUC 5736 Teaching and Learning Through the Arts and EDUC 5747 Inquiry Through the Arts: Methodologies and Methods. It has direct application to the MEd existing themes of Adult Education, Educational Leadership, Language and Literacy, Special Education and Teaching and Pedagogy. It is intended that EDUC 5647 The Gifted Learner be offered as a Graduate Elective in the Winter 2025 Term. Moving forward, I anticipate EDUC 5647 to be offered in each cyclical rotation of Graduate Courses in Education.

**Non-substantive:**

That the course EDUC 5496 (Meanings of Literacy: Theory into Practice) be unbanked.

Rationale: This course was banked as part of normal university procedure and should unbanked. Meanings of Literacy: Theory into Practice is an important course that reinforces the theme in Graduate Studies in Education of Language and Literacies. The Course is scheduled to be taught in the SP/SU 2024 Term. An instructor is already in place and has been approved by the Dean of EPS. The course, once unbanked, will be rotated into the cyclical planning on graduate course in Graduate Studies in Education.

**School of Criminal Justice****Non-substantive:**

That the Corrections stream be renamed Corrections and Community Justice Services.

Rationale: This housekeeping initiative is designed to ensure the titles of our streams remain aligned with the stated objectives of those streams. The proposed name change does not directly impact another faculty or change course offerings or objectives within our school. It does not result in a change in learning outcomes or require additional resources or supports. And while the proposal reflects changes that have long passed their accrediting bodies, it is not itself a programmatic change.

**Admission Requirements****Business Post-Baccalaureate Diplomas Revised Admission Requirements**

Motion 6: Moved by G. Raymer, seconded by D. Walters that Senate approve that the revised admission requirements for all Business Post-Baccalaureate Diplomas be approved as outlined below.  
CARRIED

### **Proposed Modification Admission Requirements:**

#### **Post-Baccalaureate Diplomas in Business**

Admission consideration will be given to applicants with a minimum three-year undergraduate degree from a recognized university with a minimum overall average of 70%. Applicants possessing an undergraduate degree in Business will be given admission consideration to an area of study in business other than the one studied within their undergraduate degree. Applicants to the Post-Baccalaureate diploma programs in Business are not eligible to receive transfer credits for previously completed courses. All courses in the diploma program admitted to must be completed to meet graduation requirements.

International applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English-speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

Domestic applicants with international education may be required to meet the English/Communication requirement unless otherwise exempt under Nipissing's English Language Proficiency policy.

### **Current Admission Requirements:**

#### **Post-Baccalaureate Diplomas in Business**

Admission consideration will be given to applicants with a minimum of a three-year university undergraduate degree from a recognized university. Applicants possessing an undergraduate degree in Business will be given admission consideration to an area of study in business other than the one studied within their undergraduate degree. Applicants to the Post-Baccalaureate diploma programs in Business are not eligible to receive transfer credits for previously completed courses. All courses in the diploma program admitted to must be completed to meet graduation requirements.

International applicants must have at least six credits of university English and/or Communications (at a recognized English language university in an English speaking country) prior to admission or have met Nipissing University's English language proficiency requirements through the acceptable English language tests. The English/Communication courses and/or English language tests must have been completed within the two years prior to attending Nipissing University.

Domestic applicants with international education may be required to meet the English/Communication requirement unless otherwise exempt under Nipissing's English Language Proficiency policy.

Rationale: The current admission policy for our business post-baccalaureate diploma programs doesn't require a minimum average, we're proposing to include a minimum average of 70%, this aligns with the admission requirements in all of our post-baccalaureate programs.

The proposal includes the following Business post-baccalaureate diploma programs:

- Business Administration
- Finance
- Human Resource Management
- International Business
- Marketing

The School of Business supports this revision. If approved this will take effect for our January 2025 intake.

Submitted by: Debra Iafrate

Date: January 9, 2024

#### RPN to BScN Bridging Program (Blended Delivery) - Admission Requirements Policy Modification

Motion 7: Moved by G. Raymer, seconded by N. Stevens that Senate approve that the modified admission requirements for the RPN to BScN Bridging Program (Blended Delivery) be approved.  
CARRIED

#### **Current Admission Requirements**

Admission consideration will be given to applicants who have successfully completed a two year Registered Practical Nurse (RPN) diploma (not certificate) from an Ontario college with a minimum GPA of 3.0. Applicants must also be a current registered member in good standing with the College of Nurses in Ontario (CNO) as an RPN and be an employee (with a letter of support) of one Nipissing's partner health care agencies.

#### **Proposed Modification Admission Requirements**

Admission consideration will be given to applicants who have successfully completed a Practical Nurse (PN) diploma (not certificate) program from a recognized college with a minimum overall average of 70%. Applicants must also be a current registered member in good standing with the College of Nurses in Ontario (CNO) as an RPN and be an employee (with a letter of support) of one Nipissing's partner health care agencies.

Rationale: Currently, the program is only available to RPNs who were graduates of a Practical Nursing (2 year) program in Ontario. Any deviation from that would deem the applicant ineligible for admission consideration even though they were registered with the College of Nurses in Ontario (CNO) as an RPN. The proposed modified admission requirements will open admission to applicants who are registered as an RPN with CNO and have completed the 3 semester Practical Nursing program for internationally educated nurses or a practical nursing diploma complete in another Canadian province. No changes are being made to the minimum admission average, CNO registration requirement, or the requirement to be employed by a partner agency.

Submitted by: Heather Brown

Date: December 12, 2023

#### **Pathway**

#### Proposed Amendment to Transfer Pathway for Environmental Technician and Environmental Technology Diploma Graduates from Canadore College

Motion 8: Moved by D. Walters, seconded by B. Brown that Senate approve that the transfer pathway for the Environmental Technician - Protection and Compliance (two-year) and the Environmental Technology (three-year) College diploma graduates be amended as outlined below:  
CARRIED

- i) Environmental Technician – Protection and Compliance (two-year) Diploma  
Graduates of the Environmental Technician two-year diploma program at Canadore College with a cumulative program average of 72 percent or better will be considered for admission to a Bachelor of Science Honours Specialization or Specialization in Biology or Environmental Biology & Technology with transfer credit to a maximum of 60 credits.
- ii) Environmental Technology (three-year) Diploma  
Graduates of the Environmental Technology three-year diploma program at Canadore College with a cumulative program average of 72 percent or better will be considered for admission to Bachelor of Science Honours Specialization or specialization in Biology or Environmental Biology & Technology with transfer credit to a maximum of 69 credits.

Rationale: The current transfer pathways are as follows:

- i) Environmental Protection Technician Diploma  
Applicants who are graduates of the Environmental Technician – Protection and Compliance diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to an Honours Specialization or Specialization in Biology or Environmental Biology and Technology programs with transfer credit to a maximum of 60 credits.
- ii) Environmental Protection Technology Diploma  
Applicants who are graduates of the former Environmental Protection Technology diploma program at Canadore College with a cumulative 3.25 GPA or better can be considered for admission to Biology or Liberal Science programs with transfer credit to a maximum of 48 credits.

Applicants who are graduates of the former Environmental Protection Technology diploma program at Canadore College with a cumulative 3.25 GPA or better will be considered for admission to the Environmental Biology and Technology degree program with transfer credit to a maximum of 69 credits.

Canadore College has reinstated their three-year Environmental Technology Diploma program and has requested that Nipissing reinstate/reactivate said pathways. As such, references to the “former” program have been removed.

The required GPA of 3.25 indicated on the original transfer pathways referred to Canadore College’s 2015 grade scale, which has since changed. (See Appendix B for Canadore College’s grade scales.) Due to varying grade scales amongst Ontario Colleges, the required program grade for this transfer pathway should be noted by way of a percentage.

## **Appendix B – Canadore Grade Scales**

CANADORE GRADING POLICY (SEPTEMBER 2016 to Present)

Grade Percent equivalent

Point Equivalent

A+	90-100	4.0
A	85-89	3.7
A-	80-84	3.5
B+	77-79	3.3
B	73-76	3.0
B-	70-72	2.7
C+	65-69	2.5
C	60-64	2.0
D+	55-59	1.5
D	50-54	1.0
F	0-49	

CANADORE GRADING POLICY (SEPTEMBER 2006 to AUGUST 2016)

Grade Point Equivalent

AH	4
A+	4
A	4
B+	3.5
B	3
C+	2.5
C	2
D+	1.5
D	1

**DEPARTMENTAL TRANSFER PATHWAY APPROVAL FORM**

*\*\*This form will substantiate departmental approval for transfer pathway creation and amendment submissions to the Academic Curriculum Committee and Academic Senate)*

<b>DEPARTMENT/ DISCIPLINE</b>	<b>NAME (print)</b>	<b>POSITION</b>	<b>DATE</b>
BIOL	Nathan Colborne	Chair (Acting)	09/01/2024

**Discussion**

The Committee held a discussion regarding whether members of ACC consider syllabi to be a substantive, or a non-substantive part of the minutes as shared with Senate. There was a wide variety of views on the question.

Members indicated that the syllabi enhances understanding and is very helpful when reviewing the course. The syllabi demonstrates how the course is structured and helps to clarify if the course meets the program and course outcomes. The Committee is interested in the assessment, resources, and content as presented in the syllabi. Syllabi presented to ACC should be reviewed by the academic unit for feedback and to ensure the proposed syllabi meets the expectations set out in the curriculum map.

There is an appreciation regarding the amount of work that is involved with creating a syllabi and it is understood that the syllabi content included with the course template is a sample and isn't necessarily what is presented to the student; however, that is not to say that the draft syllabi are a fiction prepared solely to secure the Committee's recommendation to Senate. Creating a new course requires significant work that should be recognized. ACC provides academic oversight in accordance with best practices in quality assurance.

The Chair is anticipating an evaluation of course approval processes through the IQAP audit.

### **Academic Quality Assurance and Planning Committee (AQAPC)**

Motion 9: Moved by A. Graff, seconded by N. Black that the Report of the Academic Quality Assurance and Planning Committee dated January 26, 2024 be received.  
CARRIED

### **Research Committee**

Motion 10: Moved by B. Law, seconded by N. Stevens that the Report of the Research Committee dated January 17, 2024 be received.  
CARRIED

### **Other Business**

Fran Couchie, Senate representative of the Board of Governors, spoke of events held earlier in the day which included the Sunrise Ceremony with Elder Mike Couchie, as well as the Learning Circle - Polishing the Chain Through Education: Looking at Our Past, Present and Future. Dr. Cindy Peltier as well as guests, Elder June Commanda (Nipissing First Nation community leader and former residential school Survivor) and community Knowledge Keepers Nancy Allaire (former teacher, principal, and Nipissing First Nation Education Director) and Alysha Allaire (Near North District School Board language teacher and community language advocate) shared their unique perspectives on Indigenous Education by looking at the past, present and future. Two band Councillors and the Deputy Chief also participated.

She noted that Dr. Peltier's closing remarks referred to the importance of celebrating our successes. She invited everyone to drop in to the Indigenous Initiatives office to visit and make use of the space and reminded everyone not to overlook their successes.

### **Amendment of By-laws**

The revised Senate By-laws document dated February 2024 can be found on the Senate website at the following link: [Senate By-laws Revised February 2024](#)

### **Elections**

- Elect one (1) faculty Senate representative to serve on the Senate Budget Advisory Committee for a three-year term effective now to June 30, 2026.  
**ACCLAIMED: S. Winters**

### **New Business**

Motion 11: Moved by D. Iafrate, seconded by R. Hehn that Senate consider receipt of the Report on Graduation Applicants dated February 2, 2024.  
CARRIED



Motion 12: Moved by D. Iafrate, seconded by N. Stevens that Senate receive the Report of Graduation Applicants dated February 2, 2024.  
CARRIED

Motion 13: Moved by D. Iafrate, seconded by B. Brown that Senate grant approval to graduate the students listed in the Report on Graduation Applicants dated February 2, 2024.  
CARRIED

The Deans read out the February 2024 graduands by faculty and degree and congratulated the students and faculty on their achievements.

**Announcements**

Senator Panchal reminded of the Lake Nipissing Beading Exhibition on February 9 at 6 pm at the Student Centre.

It was also noted that Lakers Basketball will be hosting the first ever Indigenous Cultural Celebration Night on February 9 at the RJSAC.

**Adjournment**

Senate was adjourned at 3:35 p.m.

.....  
K. Wamsley (Chair)

.....  
S. Landriault (Senate Secretary)

## **President's Senate Report 9 February 2024**

Good afternoon colleagues. In my brief report, today, I want to focus mainly on two issues.

First, we can anticipate a response to the Blue-Ribbon Panel Report by the end of February. From our discussion with the government, we do not know what to expect – you heard last week that the Premier declared it was not time to raise tuition but soon after you heard his Cabinet state that a decision on tuition had not been made. Adding some urgency to the matter of course was the announcement by the Federal government to the provinces that study permits would be reduced by 35% for September 2024 and that work permits for students who receive diplomas from the private colleges would not be issued. As one of the largest hosts, Ontario could see reductions of 50% or greater. We have been keeping up to speed with all public statements, all news stories, we have met with our colleagues, and we have met with our local and regional politicians, and we have talked to our Deputy Minister and I was in Ottawa this week advocating for a pause on this decision, as were representatives from Universities Canada. So, what does this mean for Nipissing University? We understand that the Universities Application Centre will issue attestation forms but we know nothing about how seats will be distributed. We are working on financial models for 2024 and 2025, trying to anticipate how this plays out. We have presented our case to Minister Dunlop, Minister Fedeli, Minister Rickford, to Deputy Minister Wai and to MP Anthony Rota. I have clearly explained our history, our current plan, and our future plans to each of these individuals and I have asked the Province to leave us alone. Our enrolment strategy is an important part of our response to the Report of the Auditor General. We believe that Nipissing University has contributed the least to this issue among Universities and Colleges in Ontario. When I arrived in 2021, there were 79 international students – less than 1%. In two years, we have increased moderately to approximately 6% or a headcount of approximately 400. Our planned intake for 2024 was approximately 200 new international students as we move gradually towards a moderate plateau of 15-17% - what we believe and as discussed with both the Board and Senate is a reasonable and desired target. Our students are well looked after by an excellent academic and non-academic staff; they are in high quality programs; and they are housed. We will experience our largest returning class in September which will work in our favour financially. But, as stated, we do not know how the provincial decisions will play out to this date. As soon as the announcements about the Blue-Ribbon Panel and the International student allocations are handed down, we will assess them and communicate with our faculty, staff, and students promptly.

From our last meeting, regarding the request for a meeting of the Joint Committee, I report that the meeting is being organized shortly.

I'm pleased to report that we had a wonderful sunrise ceremony this morning and that our two basketball teams will be celebrating Indigenous Cultural activities at the Surtees Centre tonight with gametimes at 6:00 and 8:00 pm.

Now that the student elections have occurred, we wish to extend our early gratitude to our outgoing Student Council and provide an early welcome to the newly elected members.



**Nipissing University Alumni Advisory Board report to Academic Senate  
February 2024**

**Winter Semester**

NUAAB would like to wish all staff, faculty and students a wonderful start to their winter semester. We are looking forward to witnessing everyone's hard work, and officially welcoming a new cohort of Alumni to our ranks at Convocation this spring.

**3<sup>rd</sup> Annual Shoot for Change Charity Basketball Game**

NUAAB provided a \$5,000 donation towards the annual Shoot for Change Charity Basketball Games that took place on January 20<sup>th</sup>. To date, NUAAB has donated \$15,000 to the Warren Lindsay Bursary which supports BIPOC student at Nipissing.

**Nipissing Lakers Athletics Wall of Fame**

At our December meeting, NUAAB passed a motion to provide Lakers Athletics with \$7,000 for the construction and installation of a Wall of Fame at the Robert J. Surtees Student Athletic Centre. We look forward to reflecting and celebrating on the successes of athletic alumni in the years ahead!

**NU Café**

Brought to you by Ten Thousand Coffees and supported by RBC FutureLaunch, the NU Café is an excellent way for members of the Nipissing community to gain support at every stage of their career journey. We are proud to report we have received funding from RBC FutureLaunch to continue this program through 2024.

If you haven't joined, now is a great time to come and connect with students and alumni. The next round of introductions begins February 6th, 2024. Sign up to join the conversation [here!](#)



## **February Academic Senate Report**

### **Executive Elections**

By the time this report will be read, the NUSU 2024/2025 Executive Elections will have concluded! We look forward to announcing who next year's Executives will be.

### **Director-at-Large and Senator Elections**

Packages for Director and Senator elections will be going out in mid-February, with their election period taking place in March. We look forward to announcing who the successful Directors and Senators will be at the next Academic Senate!

### **Academic Week**

NUSU's Winter Semester Academic Week will be taking place from Monday, February 5 until Saturday, February 10. We've prepared a whole ensemble of events during the week for all students, including Goodie Bags, Bowling, and Minute To Win It games!

### **B.Ed Winter Semester Placements**

Best of luck and safe travels to all the B.Ed students heading off to their placements this month! We hope you have an amazing time, learn lots, and show why Nipissing produces the best teachers.



## Board of Governors Report to Senate – March 2024

### **Board of Governors Meeting February 15, 2024**

The Board of Governors met on Thursday, February 15, 2024, in the President's Boardroom (F303) and via Zoom remote conferencing.

The Board approved the recommendation of the Audit & Finance Committee to approve minor revisions to the Signing Authority Policy, including the addition of the Associate Vice-President, Research, Innovation and Graduate Studies as a signing officer for proposals and contracts pertaining to research.

The President spoke to the recent regulations handed down by the Federal Government to the Provinces, in effect reducing study permits for new international student for 2024 by 35% and removing work permits for students who receive diplomas from the private colleges. As one of the largest hosts, Ontario could see reductions of 50% or greater. The President has met with colleagues, and local and regional politicians, and has had the opportunity to present the University's case to Minister Fedeli, Minister Rickford, Deputy Minister Wai, and the Member of Parliament Anthony Rota. Nipissing University has seen a modest increase in international enrolment, 6% of our student population, or a headcount of approximately 400 students. We will experience our largest returning class in September, though we await further information on how permits will be allocated.

In October 2023, the Audit & Finance Committee was provided with a presentation on information Technology for Nipissing, including IT governance, with a focus on cybersecurity and incident response plans and the Disaster Recovery Plan, which focuses on cloud infrastructure and reliance on cloud backup protections. This presentation was shared with the Board in compliance with the recommendation from the Treasury Board.



## **March Academic Senate Report**

### **Wellness Week**

NUSU will be running our Winter Semester Wellness Week this month, starting on Monday, Mar. 18 and ending on Friday, Mar. 22! Keep an eye out for Wellness Week posts on our social media later this month.

### **Director-at-Large and Senator Elections**

The Director-at-Large and Senator elections will start on Monday, Mar. 4 at 9:00am and conclude on Friday, Mar 8 at 11:59pm. Results will be posted the week following, on either Monday, Mar. 11 or Tuesday, Mar. 12.

**NIPISSING UNIVERSITY**  
**REPORT OF THE SENATE EXECUTIVE COMMITTEE**

February 29, 2024

A meeting of the Senate Executive Committee took place in person and by Zoom conference on February 29, 2024.

The Chair offered a traditional land acknowledgement.

The following members participated:

K. Wamsley (Chair), A. Graff (Vice-Chair), B. Law, G. Raymer, D. Walters, T. Sibbald (Speaker), D. Iafrate, A. Adler, G. Phillips (Deputy Speaker), S. Renshaw, S. Landriault (Recording Secretary, n-v)

Regrets: H. Panchal

As the Chair was participating in the meeting remotely, the Vice-Chair agreed to chair the meeting.

The purpose of the meeting was to approve the agenda for the March 8, 2024 Senate meeting.

The schedule of Senate meetings for 2024-2025 will be discussed further at the next Senate Executive Committee meeting.

The report of the Academic Curriculum Committee dated February 12, 2024 was provided to the Senate Executive for inclusion in the Senate agenda. A course syllabus was not included in the Senate agenda and was redacted from the ACC report. A request was made that information be included indicating that a course syllabus had been redacted.

Members agreed that the report of the Academic Curriculum Committee dated February 26, 2024 be included in the Senate agenda once received.

Members agreed that the report of the Academic Quality Assurance and Planning Committee (AQAPC) be included in the Senate agenda following the meeting on March 1, 2024.

Moved by G. Raymer, seconded by D. Iafrate that the Senate Executive Committee approves the March 8, 2024 Senate agenda.

CARRIED

Respectfully submitted,



A. Graff  
Vice-Chair, Senate Executive Committee

Motion 1: That Senate receive the Report of the Senate Executive Committee dated February 29, 2024.

**Report of the  
Academic Curriculum Committee**

**February 12, 2024**

**Members:**

Ann-Barbara Graff  
Nancy Black  
Alex Karassev  
Jamie Murton  
Brendan Brown

Nathan Colborne (Dean's Designate)  
Debra Iafrate  
Tammie McParland  
Roxana Vernescu

Graydon Raymer  
Blaine Hatt  
Paul Millar  
Ping Zou

Regrets: Sam Greco

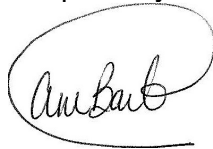
Absent: Harikesh Panchal

Guests: Beth Holden, Dan Jarvis, Kristen Lukas, Laura Peturson, Sal Renshaw

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science, the Faculty of Education and Professional Studies and Admission Requirements. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below.

Respectfully submitted,



Dr. Ann-Barbara Graff  
Provost & Vice-President, Academic

**Motion 1:** That Senate receive the Report of the Academic Curriculum Committee, dated February 12, 2024.

**Faculty of Arts and Science**

**Chemistry**

**Non-substantive:**

That CHEM 4206: Electrochemistry be unbanked.

***Rationale:***

*The Chemistry program plans to run this course in Fall 2024.*



## **Computer Science and Mathematics**

### **Non-substantive:**

That the prerequisite for MATH 3157 Algebra II be changed.

**New Prerequisite:** MATH 2056 Discrete Mathematics II

**Current Prerequisite:** MATH 3156 Algebra I

### **Rationale:**

*Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3<sup>rd</sup> year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3<sup>rd</sup> year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024) we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A student could take only one of them, or take both in either order, without any loss in value.*

*In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.*

### **Non-substantive:**

That the course title for MATH 3156 be changed from Algebra I to Algebra: Group Theory.

### **Rationale:**

*Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3<sup>rd</sup> year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3<sup>rd</sup> year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024)*

*we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A student could take only one of them, or take both in either order, without any loss in value.*

*In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.*

**Non-substantive:**

That the course title for MATH 3157 be changed from Algebra II to Algebra: Ring Theory.

**Rationale:**

*Historically, many mathematics programs in North America have offered a full year (6-credit) course in algebra at the 3<sup>rd</sup> year level, which typically covers Group Theory in the first half and Ring Theory in the second half. Following this pattern, our two 3-credit 3<sup>rd</sup> year courses in Algebra were created as MATH 3156 Algebra I (which covers Group Theory) and MATH 3157 Algebra II (which covers Ring Theory), and MATH 3156 was made the prerequisite for MATH 3157. However, instead of offering these courses in the same academic year one after another, due to limited resources and numbers of upper-level students in math, we cycle these two courses, offering MATH 3156 in the “even” years and MATH 3157 in the “odd” years. As a result, approximately half of our students do not get the opportunity to take MATH 3157, since they only get to take MATH 3156 in their fourth year. On the other hand, there is in fact very little material from MATH 3156 which is needed to proceed with MATH 3157. Indeed, this year (2023-2024) we have offered MATH 3157 and waived the prerequisite of MATH 3156 for several students who wanted to take it, and this has not changed the course material covered in MATH 3157 besides a small amount of repetition of common, important ideas. In practice, these courses carry more or less the same level of difficulty, require the same background (ability to understand and conduct proofs, covered by MATH 2056 Discrete Mathematics II, which is the prerequisite for MATH 3156), and do not depend on one another. A student could take only one of them, or take both in either order, without any loss in value.*

*In light of the proposed change to the prerequisite for MATH 3157, we also propose to change the titles from Algebra I and Algebra II to Algebra: Group Theory and Algebra: Ring Theory, so as not to confuse students who might otherwise assume MATH 3156 is a prerequisite for MATH 3157.*

**Non-substantive:**

That the prerequisite for PHYS 1007 General Physics II: Mechanical Wave, Fluid Mechanics, and Thermodynamics be changed.

**New Prerequisite:** 4U Physics; 4U Calculus & Vectors

**Current Prerequisite:**

MATH 1036, PHYS 1006 It is strongly recommended that MATH 1037 be taken simultaneously.

**Rationale:**

*Current prerequisite for PHYS 1007 requires MATH 1036 and PHYS 1006. However, upon a careful assessment of the course materials, it becomes apparent that these prerequisites are not imperative, and 4U Physics and 4U Calculus & Vectors provide sufficient background for students to be successful in this course. Therefore, we request that the prerequisite change. In addition, we will align the prerequisites for both PHYS 1006 and PHYS 1007, which will provide flexibility in our physics offerings.*

**Non-substantive:**

That the prerequisite for COSC 2106 Machine Structure I be changed.

**New Prerequisite:** COSC 1557 and COSC 1757

**Current Prerequisite:** COSC 1557 and MATH 1056

**Rationale:**

*These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3<sup>rd</sup> year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.*

**Non-substantive:**

That the prerequisite for COSC 3007 Artificial Intelligence be changed.

**New Prerequisite:** COSC 2667 and MATH 1037

**Current Prerequisite:** COSC 1567, MATH 1037, and MATH 1056

**Rationale:**

*These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3<sup>rd</sup> year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.*

**Non-substantive:**

That the prerequisite for COSC 3017 Introduction to Robotics be changed.

**New Prerequisite:** COSC 2667, COSC 2767 and MATH 2036

**Current Prerequisite:** COSC 2767 and MATH 2036

**Rationale:**

*These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3<sup>rd</sup> year, who believes that adding more prerequisites will help*

*students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.*

**Non-substantive:**

That the prerequisite for COSC 3606 Databases & Data Management be changed.

**New Prerequisite:** COSC 2667 and COSC 2767

**Current Prerequisite:** COSC 1567

***Rationale:***

*These new inclusions will help students smoothly obtain the course credits. These motions are initiated by a student in the 3rd year, who believes that adding more prerequisites will help students to successfully take courses. Also, the faculty members noticed that some students encountered difficulties due to lacking prerequisites.*

**English Studies**

**Non-substantive:**

That ENGL 3047 Topics in Digital Culture be unbanked.

***Rationale:***

*English Studies currently has someone who is able to teach that course even though the LTA in Digital Humanities was lost years ago. As well, it is anticipated that the course will be popular with students and relevant for the study of contemporary popular media (specifically electronic gaming).*

**Non-substantive:**

That the following courses in English Studies be banked.

ENGL 2006 British Literature Before 1800

ENGL 2007 British Literature After 1800

ENGL 2267 "Make It New": Contemporary American Literature

ENGL 2056 North American Drama

ENGL 2605 Cultural Studies

ENGL 2813 The Actor's Audition

***Rationale:***

*ENGL 2006 and 2007 are no longer required courses in our program. We have no faculty with the expertise to teach 2267 and 2813. 2056 and 2605 have not been offered in the last 5 years.*

**Motion 2:** That Senate consider motions 4-7 as an omnibus motion.

**Motion 3:** That Senate approve motions 4-7.

**Motion 4:** That Senate approve that the English Studies Groups be modified for the Major, Specialization, and Honours Specialization as outlined below.

**Rationale:**

*We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.*

**To:**

Literary Foundations

ENGL 2717 Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation  
ENGL 2256 Early Canadian Literature  
ENGL 2257 Contemporary Canadian Literature  
ENGL 2446 Children's Literature Before 1914  
ENGL 2447 Children's Literature After 1914  
ENGL 3346 The Romantics  
ENGL 3347 The Victorians  
ENGL 2536 Shakespeare Before 1600  
ENGL 2537 Shakespeare After 1600  
ENGL 3246 Desire and Identity in Early Modern Literature  
ENGL 3247 Transgressing Boundaries in Early Modern Literature  
ENGL 3176 Falling Apart: British Literature 1900-1950  
ENGL 3177 Contemporary British Literature, 1950 and Beyond  
ENGL 3096 Bawdy Politics: Writing the Restoration  
ENGL 3097 Vice and Folly: The Age of Satire, 1660-1730  
ENGL 3196 Dangerous Liaisons: The 18th-Century Novel

Innovation and Action

ENGL 2026 Scary Monsters and Super Creeps  
ENGL 2716 Magic Realism  
ENGL 2616 Topics in Visual Storytelling  
ENGL 2366 Pygmalion Remix  
ENGL 2816 Illness, Death, and Dying on Stage  
ENGL 2077 Graphic Novels  
ENGL 2626 Topics in Speculative Fiction  
ENGL 3646 Reading Green  
ENGL 3146 Topics in Postcolonial Literature  
ENGL 3217 Topics in Literature, Culture, and Sexuality  
ENGL 3276 Indigenous Literatures of North America  
ENGL 3277 Topics in the Indigenous Literatures of North America  
ENGL 3086 Disney and the Fairy Tale  
ENGL 3617 Topics in Popular Fiction  
ENGL 3446 The Picture Book in Performance and Pedagogy  
ENGL 3036 Topics in Media Studies

**From:****Group Requirements:****Literary History I**

<a href="#">ENGL 2006</a>	British Literatures Before 1800
<a href="#">ENGL 2256</a>	Early Canadian Literature
<a href="#">ENGL 2266</a>	Adventurers, Outlaws, or Pioneers of the Frontier: Early American Literature
<a href="#">ENGL 2446</a>	Children's Literature Before 1914
<a href="#">ENGL 2536</a>	Shakespeare Before 1600
<a href="#">ENGL 2537</a>	Shakespeare After 1600
<a href="#">ENGL 2717</a>	Here Be Dragons? Anglo-Saxon and Medieval Literature in Translation
<a href="#">ENGL 3096</a>	Bawdy Politics: Writing the Restoration
<a href="#">ENGL 3097</a>	Vice and Folly: The Age of Satire, 1660-1730
<a href="#">ENGL 3196</a>	Dangerous Liaisons: The 18th Century Novel
<a href="#">ENGL 3246</a>	Desire and Identity in Early Modern Literature
<a href="#">ENGL 3247</a>	Transgressing Boundaries in Early Modern Literature

**Literary History II**

<a href="#">ENGL 2007</a>	British Literature After 1800
<a href="#">ENGL 2056</a>	North American Drama
<a href="#">ENGL 2257</a>	Contemporary Canadian Literature
<a href="#">ENGL 2267</a>	"Make It New": Contemporary American Literature
<a href="#">ENGL 2447</a>	Children's Literature After 1914
<a href="#">ENGL 2816</a>	Illness, Death, and Dying on Stage
<a href="#">ENGL 3146</a>	Topics in Postcolonial Literature
<a href="#">ENGL 3176</a>	Falling Apart: British Literature 1900-1950
<a href="#">ENGL 3177</a>	Contemporary British Literature, 1950 and Beyond
<a href="#">ENGL 3276</a>	Indigenous Literatures of North America
<a href="#">ENGL 3346</a>	The Romantics
<a href="#">ENGL 3347</a>	The Victorians

**Motion 5:** That Senate approve that the Honours Specialization in English Studies requirements be modified as outlined below.

**Rationale:**

*We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.*

**To:**

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

ENGL 1000 level	3 cr.
ENGL Literary Foundations	9 cr.
ENGL Innovation and Action	9 cr.
ENGL	33 cr.
ENGL Honours Seminars	6 cr.

**From:**

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

ENGL 1000 level	3 cr.
ENGL Literary History I	9 cr.
ENGL Literary History II	9 cr.
ENGL	33 cr.
ENGL Honours Seminars	6 cr.

**Motion 6:** That Senate approve that the Specialization in English Studies program requirements be modified as outlined below.

**Rationale:**

*We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.*

**To:**

Students must complete 120 credits including 54 credits in the Specialization as follows:

ENGL 1000 level	3 cr.
ENGL Literary Foundations	9 cr.
ENGL Innovation and Action	9 cr.
ENGL	33 cr.

**From:**

Students must complete 120 credits including 54 credits in the Specialization as follows:

ENGL 1000 level	3 cr.
ENGL Literary History I	9 cr.
ENGL Literary History II	9 cr.
ENGL	33 cr.

**Motion 7:** That Senate approve that the Major in English Studies program requirements be modified as outlined below.

**Rationale:**

*We are undertaking this change in response to some of the challenges we face and anticipate in terms of staffing our existing requirements and also in response to changes in the discipline more broadly towards emphases on social justice and media studies. This reorganization does not represent a significant shift from the current offerings in English Studies, but rather a more accurate reflection of the direction in which our program, and the discipline, is already moving.*

**To:**

Students must complete 36 credits in the Major as follows:

ENGL 1000 level	3 cr.
ENGL Literary Foundations	3 cr.
ENGL Innovation and Action	3 cr.
ENGL	27 cr.

**From:**

Students must complete 36 credits in the Major as follows:

ENGL 1000 level	3 cr.
ENGL Literary History I	3 cr.
ENGL Literary History II	3 cr.
ENGL	27 cr.

**First Year Foundations Experience****Non-substantive:**

That the FYFE courses be banked as outlined below.

**Rationale:**

*The FYFE courses were part of an entry pathway to Nipissing University for students who failed to meet the entrance requirements. The pathway was supported with a special funding envelope that has ended. Enrolment in the pathway and its courses was not sustainable. The courses are not being offered next year and there is no plan to offer them in the future.*



FYFE 1001 Topics in Arts and Science I  
FYFE 1002 Topics in Arts and Science II  
FYFE 1011 Critical and Applied Thinking  
FYFE 1021 Building a Better World  
FYFE 1031 Social Media: Untangling the Threads

### **Admission Requirements:**

**Motion 8:** That Senate approve that the Foundations Pathway option for admission to the Liberal Arts and Liberal Science degree programs be discontinued.

#### ***Rationale:***

*The Foundations Pathway was an entry pathway to Nipissing University for students who failed to meet the minimum admission requirements. The pathway was supported with a special funding envelope that has ended. As the pathway is no longer financially sustainable; discontinuing the admission pathway should coincide with the banking of the FYEE courses.*

*Submitted by: Heather Brown*

*Date: February 1, 2024*

### **Geography**

**Motion 9:** That Senate approve that the description and requirements for the Certificate in Geomatics be revised as outlined below.

#### ***Rationale:***

*We have updated the description of the certificate, reduced the number of credits required from 18 to 15, opened it up to all undergraduate students and adjusted the courses required given the recent retirements of several tenured faculty members.*

### **New Description and Requirements**

#### **Certificate in Geomatics**

##### **Graduation Requirements:**

This certificate is available to any graduating student who has met the requirements for the certificate. The certificate in Geomatics will be awarded at the time of graduation.

##### **Certificate Requirements:**

“Geomatics is defined as the modern discipline which integrates the tasks of gathering, storing, processing, modeling, analyzing, and delivering spatially referenced or location information”. (Natural Resources Canada, 2023). It encompasses a broad range of disciplines that utilize geospatial technologies including geographic information systems (GIS), global navigation satellite systems (such as GPS) and remote sensing such as Earth Observation Satellites (EOS) for environmental monitoring.

The Certificate in Geomatics provides students with a strong background in geographic information systems, remote sensing, computer mapping and spatial quantitative analysis. The certificate consists of 15 credits as outlined below.

Students must complete the following nine credits:

<a href="#">GEOG 2017</a>	GIS and the Earth from Space	3 cr.
<a href="#">GEOG 3056</a>	Spatial Analysis Using GIS	3 cr.
<a href="#">GEOG 3066</a>	Remote Sensing of the Environment	3 cr.
One of the following:		
<a href="#">GEOG 4057</a>	Topics in GIS Applications	3 cr.
<a href="#">GEOG 4066</a>	Topics in Remote Sensing Applications	3 cr.
And any one of the following which has not been used to satisfy the above requirement:		
<a href="#">GEOG 4027</a>	Spatial Computing	3 cr.
<a href="#">GEOG 4057</a>	Topics in GIS Applications	3 cr.
<a href="#">GEOG 4066</a>	Topics in Remote Sensing Applications	3 cr.
<a href="#">GEOG 4506*</a>	Professional Internship in Geography	3 cr.
<a href="#">GEOG 4986*</a>	Directed Studies	3 cr.
<a href="#">GEOG 4995*</a>	Senior Seminar and Thesis	6 cr.

**Note:**

All courses required for the certificate also count towards the respective Honours Geography program(s) or geography minor.

\*Students must undertake a geomatics-oriented assignment.

**Current Description and Requirements:**

**Certificate in Geomatics**

**Graduation Requirements:**

This certificate is restricted to Honours Geography program(s) and will be awarded at the time of graduation.

**Program Requirements:**

Geomatics is the science and technology of gathering, analyzing, interpreting, distributing and using geographic information. Geomatics encompasses a broad range of disciplines that can be brought together to create a detailed but understandable picture of the physical world and our place in it. These disciplines include: surveying & mapping, remote sensing, geographic information systems (GIS), and global positioning system (GPS)" (Canadian Institute of Geomatics, 1999).

The Certificate in Geomatics provides students with a strong background in geographic information systems, remote sensing, computer cartography and spatial quantitative analysis. The certificate will be offered to four-year Honours geography programs only. The certificate consists of 18 credits as outlined below.

Students must complete the following nine credits:

<a href="#">GEOG 2026</a>	Introduction to Quantitative Methods	3 cr.
<a href="#">GEOG 3056</a>	Spatial Analysis Using GIS	3 cr.
<a href="#">GEOG 3066</a>	Remote Sensing of the Environment	3 cr.
And nine additional credits from the following:		
<a href="#">GEOG 4027</a>	Spatial Computing	3 cr.
<a href="#">GEOG 4057</a>	Topics in GIS Applications	3 cr.
<a href="#">GEOG 4066</a>	Topics in Remote Sensing Applications	3 cr.

**Note:**

All courses required for the certificate also count towards the respective Honours Geography program(s).

**Non-substantive:**

That GEOG 3356: Introduction to International Development be unbanked.

***Rationale:***

*The Geography program plans to run this course in Winter 2025*

**History & Ancient Studies**

**Motion 10:** That Senate consider motions 12-17 as an omnibus motion.

**Motion 11:** That Senate approve motions 12-17.

**Motion 12:** That Senate approve that the course hours for HIST-1006 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

***Rationale:***

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 13:** That Senate approve that the course hours for HIST-1007 The Second World War change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

***Rationale:***

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 14:** That Senate approve that the course hours for HIST-1016 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

**Rationale:**

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 15:** That Senate approve that the course hours for HIST-1107 Introduction to Historical Studies change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

**Rationale:**

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 16:** That Senate approve that the course hours for HIST-1206 “Blood and Soil”: An Introduction to the History of Genocide change to “Three hours of lecture per week” from “Two hours of lecture and one hour of seminar per week for one term”.

**Rationale:**

*With the elimination of the department’s seminar instructor positions years ago, this course no longer has a distinct seminar component that needs to be scheduled separately.*

**Motion 17:** That Senate approve that the course hours for HIST-1236 Strong, Resilient, and Wise: Women in Twentieth Century Canada change to “Three hours of lecture per week” from “36 hours per term”.

**Rationale:**

*This change will ensure consistency in wording with other 1000 level HIST courses.*

**Non-substantive:**

That all Ancient Studies courses be recoded from CLAS to HIST.

**TO** HIST 1026 – The Civilization of Ancient Greece, **FROM** CLAS 1006 – The Civilization of Ancient Greece

**TO** HIST 1027 – The Civilization of Ancient Rome, **FROM** CLAS 1007 – The Civilization of Ancient Rome

**TO** HIST 2306 – Education in Ancient Greece and Rome, **FROM** CLAS 2016 – Education in Ancient Greece and Rome

**TO** HIST 2426 – Law and Justice in the Ancient World, **FROM** CLAS 2026 – Law and Justice in the Ancient World

**TO** HIST 2017 – Ancient Myth and Religion, **FROM** CLAS 2017 – Ancient Myth and Religion

**TO** HIST 2036 – Trade, Commerce, and Economy in the Ancient World, **FROM** CLAS 2036 – Trade, Commerce, and Economy in the Ancient World

**TO** HIST 2406 – Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome, **FROM** CLAS 2206 – Athletes, Gladiators, and Actors: The Body Culture of Ancient Greece and Rome

**TO** HIST 2207 – Medicine, Science, and Technology in the Ancient World, **FROM** CLAS 2207 – Medicine, Science, and Technology in the Ancient World

**TO** HIST 2436 – The Rise and Fall of Democratic Athens, **FROM** CLAS 2436 – The Rise and Fall of Democratic Athens

**TO** HIST 2437 – The Age of Empires: From Alexander the Great to the Roman Conquest, **FROM** CLAS 2437 – The Age of Empires: From Alexander the Great to the Roman Conquest

**TO** HIST 2446 – The Rise and Fall of the Roman Empire, **FROM** CLAS 2446 – The Rise and Fall of the Roman Empire

**TO** HIST 2547 – Famous Figures in the Ancient World, **FROM** CLAS 2447 – Famous Figures in the Ancient World

**TO** HIST 2616 – Art and Archaeology of Ancient Greece and Rome, **FROM** CLAS 2516 – Art and Archaeology of Ancient Greece and Rome

**TO** HIST 2607 – The Trojan War, **FROM** CLAS 2607 – The Trojan War

**TO** HIST 2706 – The Ancient World in Modern Popular Media, **FROM** CLAS 2706 – The Ancient World in Modern Popular Media

**TO** HIST 3017 – Warfare in the Ancient World, **FROM** CLAS 3017 – Warfare in the Ancient World

**TO** HIST 3066 – Race, Racism, and Ethnic Identity in Ancient Greece and Rome, **FROM** CLAS 3066 – Race, Racism, and Ethnic Identity in Ancient Greece and Rome

**TO** HIST 3067 – Religious Conflict in the Ancient World, **FROM** CLAS 3067 – Religious Conflict in the Ancient World

**TO** HIST 3415 – Field Work in Classical Archaeology, **FROM** CLAS 3415 – Field Work in Classical Archaeology

**TO** HIST 3636 – Empire and Resistance in Ancient Greece and Rome, **FROM** CLAS 3636 – Empire and Resistance in Ancient Greece and Rome

**TO** HIST 4446 – Seminar in Ancient History, **FROM** CLAS 4446 – Seminar in Ancient History

***Rationale:***

*The primary purpose of recoding the above Ancient Studies courses from CLAS to HIST is to comply with a decision from the Provost to suspend enrollment in the Ancient Studies degree programs and to embed ancient history courses in the list of courses offered by the History*

*Program. This change will also increase enrollment in the recoded Ancient Studies courses listed above. A significant number of students enrolled in Ancient Studies courses are Education students, and although Ancient Studies is considered a 'teachable' subject in Ontario, Nipissing lacks faculty complement to offer it as such for Nipissing Education students. If the ancient history-based courses in the Ancient Studies program are coded HIST then they would be open to Nipissing Education students pursuing a History teachable. Additionally, recoding ancient history-based Ancient Studies courses from CLAS to HIST will add to the diversity of course offerings in the History Program. Currently, Ancient Studies faculty already participate in the MA program in History. These are not substantive changes as neither course content, nor course objectives, nor learning outcomes will change.*

**Non-substantive:**

That all the prerequisites for the 2000 level recoded courses for HIST 2306, HIST 2426, HIST 2017, HIST 2036, HIST 2406, HIST 2207, HIST 2436, HIST 2437, HIST 2446, HIST 2547, HIST 2616, HIST 2607, HIST 2706 be changed.

**New Prerequisite:** Six credits of 1000 level History or 24 credits completed.

**Current Prerequisite:** Any 18 credits completed

***Rationale:***

*This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 2000 level HIST courses' prerequisites.*

**Non-substantive:**

That all the prerequisites for the 3000 level recoded courses for HIST 3017, HIST 3066, HIST 3067, HIST 3415, HIST 3636 be changed.

**New Prerequisite:** Twelve credits of History with at least 3 credits at the 2000-level; or any 54 credits completed.

**Current Prerequisite:** Any 18 credits with at least 6 credits in Ancient Studies

***Rationale:***

*This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 3000 level HIST courses' prerequisites.*

**Non-substantive:**

That the prerequisite for HIST 4446 – Seminar in Ancient History, which was formerly CLAS 4446 – Seminar in Ancient History be changed.

**New Prerequisite:** Restricted to students in an Honours program with 84 credits completed.

**Current Prerequisite:** Any 18 credits in Ancient Studies, with at least 6 credits at the 3000 level.

**Rationale:**

*This is a non-substantive motion that arises from the recoding of courses in Motion above. This change ensures the prerequisites of these courses match the existing 4000 level HIST courses' prerequisites.*

**Non-substantive:**

That the following list of Ancient Studies courses be banked.

CLAS 1106 Introductory Latin I.  
CLAS 1107 Introductory Latin II.  
CLAS 1206 Introductory Ancient Greek I.  
CLAS 1207 Introductory Ancient Greek II.  
CLAS 2126 Latin and Greek for Scientific and Medical Terminology.  
CLAS 2326 Gods and Heroes: Epic Literature of Ancient Greece and Rome.  
CLAS 2327 Drama and Performance in Ancient Greece and Rome.  
CLAS 2606 Love, Sex, and Eroticism in Ancient Greek and Roman Literature.  
CLAS 2707 The Ancient World in Digital Gaming Culture.  
CLAS 3206 Gender and Sexuality in Greece and Rome.  
CLAS 3616 Christian and Pagan Literature and Culture in the Roman Empire.  
CLAS 3626 Plato's Closet Dramas: Desire, Deceit, and Performance in the Platonic Dialogues.  
CLAS 3246 Digital Reception of the Ancient World.  
CLAS 3426 Research Tools and Methods in Digital Classics.  
CLAS 4426 Digital Classics Research Design Project.  
CLAS 4456 Seminar in Ancient Greek and Roman Literature.

**Rationale:**

*Owing to constraints on faculty complement and the new departmental merger it is felt that it would not be appropriate to offer these courses at this time.*

**Motion 18:** That Senate approve that the certificate in Digital Classics be removed from the academic calendar as outlined below.

**Rationale:**

*9 of the 15 credits required for this certificate are being banked with the changes to the CLAS/HIST offerings. With that, it would be impossible for a student to complete this certificate moving forward. The certificate must be removed from the academic calendar and our program offerings so we are not misleading students.*

**Indigenous Studies****Non-substantive:**

That the prerequisite for INDG 2006 Indigenous Places – Changing Landscapes be changed.

**New Prerequisite:** Any 3 INDG credits and any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

**Rationale:**

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 2007 Land-as-Home & Indigenous Well-Being be changed.

**New Prerequisite:** Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

**Rationale:**

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 2406 Indigenous Families – Colonial Impacts & Contemporary Responses be changed.

**New Prerequisite:** Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

**Rationale:**

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 2906 Indigenous Philosophy – Inaadiziwin (Thought) be changed.

**New Prerequisite:** Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** Any 18 credits completed

**Rationale:**

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*



**Non-substantive:**

That the prerequisite for INDG 2907 Indigenous Philosophy – Bimaadsiwin (Life) be changed.

**New Prerequisite:** Any 3 INDG credits plus any other 12 credits completed; or any 24 completed credits

**Current Prerequisite:** INDG-2906 or permission of the instructor.

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 3106 Indigenous Health and Wellness be changed.

**New Prerequisite:** Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 3107 Building Our Knowledge Bundles be changed.

**New Prerequisite:** Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 3606 Indigenous Studies Special Topics I be changed.

**New Prerequisite:** Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 3607 Indigenous Studies Special Topics II be changed.

**New Prerequisite:** Any 3 INDG credits and any other 24 credits completed; or any 54 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 4106 Independent Studies I be changed.

**New Prerequisite:** Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 4606 Indigenous Mobilization and Resistance be changed.

**New Prerequisite:** Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have*

*gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Non-substantive:**

That the prerequisite for INDG 4706 Indigenous Knowledges Seminar – Special Topics be changed.

**New Prerequisite:** Any 6 INDG credits and any other 54 credits completed; or any 84 completed credits

**Current Prerequisite:** INDG 1006 or permission of the instructor

***Rationale:***

*This change will streamline the admissions to Indigenous Studies courses, particularly since many students are transfers and have taken Indigenous Studies courses elsewhere, or who have gained some exposure to Indigenous issues through other courses at Nipissing, and who may not have the option to take INDG 1006.*

**Motion 19:** That Senate approve that the creation of INDG 3706 Gekendaasyang (What We Know): Indigenous Data Sovereignty be added to the academic calendar as outlined below.

***Rationale:***

*This course adds to the breadth of course options for students interested in information, ethical and research issues in academic, archival, and community-based settings with a focus on Indigenous information control and ownership. It also adds to upper year options and will broaden students' understanding of many facets connects to the ways in which Indigenous information can be gathered and utilized.*

Course Code	INDG 3706
Course Title:	Gekendaasyang (What We Know): Indigenous Data Sovereignty
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Students explore facets of data collection, ethics, and protocols through an Indigenous lens. Students examine issues associated with areas such as archival materials, principles of ownership and control of data, data collection through the Indigenous epistemologies, ontologies, and axiologies. Students engage in critical discussions and experiential learning opportunities to connect theory to application as the means to develop an understanding of effective Indigenous data collection and maintenance practices.
Course Prerequisite:	Any 3 INDG credits and any other 24 credits completed; or any 54 credits completed
Course Corequisite:	

Course Antirequisite:	
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	
Is this a Topic Course?  <i>Topic courses are courses that students can take more than once for credit.</i>	<input checked="" type="radio"/> Yes <input type="radio"/> No
Will this course have an Experiential Learning component as defined by the MCU?	<input checked="" type="radio"/> Yes <input type="radio"/> No

Outline the department's plan for offering this course.  <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This course will be offered every other year, alternated with the INDG 3107 Building Our Knowledge Bundles.
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. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>36</u> hrs <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: _____ Lab: _____ Practical: _____ Seminar : <u>3</u> _____ Tutorial: _____ Service Learning: _____
<u>Is this course cross-listed? If so, with what department?</u>	<input checked="" type="radio"/> Yes <input type="radio"/> No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<u>Program Implications:</u>  <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i>	
Do the Learning Outcomes for this course have significant overlap with any other course(s) offered at Nipissing?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, include rationale:
Learning Outcomes <i>(6-8 points, visible, measurable and in active voice)</i>	Students who successfully complete this course will: <ul style="list-style-type: none"> <li>Identify crucial factors in Indigenous data sovereignty discourse</li> <li>Demonstrate an understanding of Indigenous</li> </ul>

For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a> .	<p>protocols in the context of gathering data</p> <ul style="list-style-type: none"> <li>• Describe key features of effective Indigenous data sovereignty practices</li> <li>• Contrast Indigenous cultural underpinnings of data with Western ones</li> <li>• Analyze Indigenous data gathering practices through case studies</li> <li>• Assess and make recommendations on promising practices and key issues in the data gathering design process</li> </ul>
Will this course have budgetary implications? (e.g. lab consumables, software, experiential learning, CASBU contract, library resources, honoraria for elder, travel, etc.)	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Honoraria for elders, knowledge carriers, costs for transportation for field trips</p>
How will this course contribute to the program level outcomes?	<p>This course will add to the breadth of knowledge options for students interested in data, research, Indigenous issues, and more. This will enable students to prepare for a wider range of graduate studies and employment options with the completion of this course. Further, this course is an added step in the university's engaging in reconciliation and supporting Indigenous self-determination, per Nipissing University's Strategic Plan (2024).</p>
Who amongst your current faculty has the competencies to teach this course?	<p>Both Indigenous Studies faculty members have these competencies.</p>
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	<p>This course is an added step in the university's engaging in reconciliation and supporting Indigenous self-determination, per Nipissing University's Strategic Plan (2024).</p>
How will you communicate this new offering to students?	<p>Through social media and other marketing efforts. We will also ensure the Indigenous Student Recruiter has information about the course when they go on the recruiting tours.</p>

## **Political Science**

**Motion 20:** That Senate approve that the certificate requirements of the Certificate in Conflict Resolution and Negotiation be altered, removing the divisions between the two categories of POLI courses counted towards the certificate as outlined below.

### ***Rationale:***

*The capacity to offer the Certificate in Conflict Resolution and Negotiations was contingent on contributions from CASBU faculty, which have been reduced for POLI.*

*Removing the distinction between the two categories of courses counted towards the certificate will allow POLI to continue offering the certificate, while meeting the expressed interests of our students.*

### Proposed requirements:

The certificate consists of 15 credits from the following courses:

<a href="#">POLI 2117</a>	Protests, Power & Politics	
<a href="#">POLI 2316</a>	Negotiating International Agreements	3 cr.
<a href="#">POLI 2607</a>	On Conflict Resolution	3 cr.
<a href="#">POLI 3126</a>	Extremism and Armed Conflict	3 cr.
<a href="#">POLI 3216</a>	Post-Conflict Stabilization, Reconstruction and Reconciliation	3 cr.
<a href="#">POLI 3236</a>	Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond	3 cr.
<a href="#">POLI 3316</a>	International Peacemaking, Peacebuilding & Peacekeeping	3 cr.
<a href="#">POLI 4006</a>	Diplomacy	3 cr.
<a href="#">UNIV 3006</a>	Experiential Learning for Arts and Science Students	3 cr.
<a href="#">POLI 2306</a>	The Origins of International Relations	3 cr.
<a href="#">POLI 2307</a>	The Cold War and After	3 cr.
<a href="#">POLI 2707</a>	Canada and the World	3 cr.
<a href="#">POLI 3226</a>	American Foreign Policy in the 21st Century	3 cr.
<a href="#">POLI 3256</a>	Multiculturalism in Canada and the World	3 cr.

### Current requirements:

The certificate consists of 15 credits as outlined below:

Nine credits of the following:

<a href="#">POLI 2117</a>	Protests, Power & Politics	
<a href="#">POLI 2316</a>	Negotiating International Agreements	3 cr.
<a href="#">POLI 2607</a>	On Conflict Resolution	3 cr.
<a href="#">POLI 3126</a>	Extremism and Armed Conflict	3 cr.
<a href="#">POLI 3216</a>	Post-Conflict Stabilization, Reconstruction and Reconciliation	3 cr.
<a href="#">POLI 3236</a>	Conflict, Power and Persuasion: Indigenous Negotiations in Canada and Beyond	3 cr.
<a href="#">POLI 3316</a>	International Peacemaking, Peacebuilding & Peacekeeping	3 cr.
<a href="#">POLI 4006</a>	Diplomacy	3 cr.
<a href="#">UNIV 3006</a>	Experiential Learning for Arts and Science Students	3 cr.

Plus six credits from the following list:

<a href="#">POLI 2306</a>	The Origins of International Relations	3 cr.
<a href="#">POLI 2307</a>	The Cold War and After	3 cr.
<a href="#">POLI 2707</a>	Canada and the World	3 cr.
<a href="#">POLI 3226</a>	American Foreign Policy in the 21st Century	3 cr.
<a href="#">POLI 3256</a>	Multiculturalism in Canada and the World	3 cr.

**Non-substantive:**

That the prerequisite for POLI 3126 Extremism and Armed Conflict be changed as outlined below.

**New Prerequisite:** “Twelve credits of POLI”

**Current Prerequisite:** “POLI 2117 Protests, Power & Politics”

**Rationale:**

*The reduction in CASBU faculty for POLI has meant a reduction in course offerings. Removing this specific pre-requisite for POLI 3126, which is not regularly offered, will allow the program to offer more of its popular courses in the field of Conflict Resolution and Negotiations.*

**Psychology and Child & Family Studies****Non-substantive:**

That the PSYC courses be banked as outlined below.

PSYC 2026 Methods in Behavioural & Social Sciences

PSYC 3036 Ethics in Practice

PSYC 3117 Perspectives in Autism

PSYC 3127 Alcohol Related Neurodevelopmental Disorders

PSYC 3136 ABS I: Introduction to Applied Behavioural Sciences

PSYC 3137 ABS II: Advanced Topics in Applied Behavioural Sciences

PSYC 4016 Program Evaluation and Outcomes Management

PSYC 4106 Intervention: Planning for Neurodivergence

PSYC 4216 Applied Developmental Neuropsychology

PSYC 4225 Practicum in Applied Behavioural Sciences

PSYC 4235 Practicum in EBI-ASD/ND

PSYC 4306 Topics: Developmental, Behavioural, and Mental Health

**Rationale:**

*The PSYC/CHFS cross-coded course were developed when the CHFS program was delivered at the Muskoka campus and were an effective means for students on that campus to obtain most of the Psychology credits towards their BA in Psychology. Now that the programs are both delivered in North Bay and are housed in the same Department, the use of cross-listing is viewed by the members of the Psychology program as more appropriate.*

**Non-substantive:**

That the following CHFS courses be cross-listed with PSYC.

CHFS 3036 Ethics in Practice

CHFS 3116 Perspectives in Autism -

CHFS 3127 Alcohol Related Neurodevelopmental Disorders

CHFS 3136 ABS I: Introduction to Applied Behavioural Sciences

CHFS 3137 ABS II: Advanced Topics in Applied Behavioural Sciences

CHFS 4106 Intervention: Planning for Neurodivergence

CHFS 4206 Applied Developmental Neuropsychology

CHFS 4205 Practicum in Applied Behavioural Sciences

**Rationale:**

*The PSYC/CHFS cross-coded course were developed when the CHFS program was delivered at the Muskoka campus and were an effective means for students on that campus to obtain most of the Psychology credits towards their BA in Psychology. Now that the programs are both delivered in North Bay and are housed in the same Department, the use of cross-listing is viewed by the members of the Psychology program as more appropriate.*

### **Social Welfare and Social Development**

**Motion 21:** That Senate approve that the program requirements for the Honours Specialization – Social Welfare and Social Development with a Social Service Worker Diploma be revised as outlined below.

**Rationale:**

*We have broken the program requirements away from the year by year format because the new format, which is applied earlier at NU, will allow students in collaborative programs, more flexibility and will also help accommodate the added new options of cycled courses (like the SOCI/ANTR and INDG options).*

*These changes in the program requirements, moreover, will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.*

*Furthermore, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.*

**To:**

**Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

**The 30 credits offered in collaboration with the Social Service Worker diploma at Canadore College are typically completed in a student's third year.**

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<del><a href="#">SOCI 1016</a></del>	<del>Introduction to Sociology</del>	<del>3 cr.</del>
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SOCI 2126</a>	Social Research Methods	3 cr.
<a href="#">ANTH/SOCI 3036</a> or <a href="#">Qualitative Research Methods</a> or		3 cr.



<a href="#">INDG 2106</a> or <a href="#">SOCJ 2127</a>	<b>Oral and Literary Storywork or Social Statistics and Data Analysis</b>	
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
<a href="#">SWLF 4006</a>	Social Development	3 cr.
<a href="#">SWLF 4007</a>	Honours Seminar	3 cr.
SWLF Upper level		18 cr.
<b>3 credits of:</b>		
<a href="#">INDG 1006</a>	<b>Madjitang (In the Beginning) - An Introduction to Indigenous Studies</b>	
<a href="#">INDG 2006</a>	<b>Indigenous Places – Changing Landscapes</b>	
<a href="#">INDG 2906</a>	<b>Indigenous Philosophy – Inaadiziwin (Thought)</b>	
Social Service Worker Diploma courses at Canadore**		30 cr.

**From:****Year One**

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<a href="#">SOCJ 1016</a>	Introduction to Sociology	3 cr.
<a href="#">ACAD 1601</a>	Academic Writing	3 cr.
<a href="#">Humanities</a>		3 cr.
<a href="#">Science</a>		6 cr.
Electives		12 cr.

**Year 2**

<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SOCJ 2126</a>	Social Research Methods	3 cr.
<a href="#">SOCJ 2127</a>	Social Statistics and Data Analysis	3 cr.
**SWLF	Upper level	6 cr.
Electives		6 cr.

**Year 3**

Canadore Block		30 cr.
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**Year 4**

<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
**SWLF	Upper level	12 cr.
<a href="#">SWLF 4006</a>	Social Development	3 cr.
<a href="#">SWLF 4007</a>	Honours Seminar	3 cr.
Electives		6 cr.

**Motion 22:** That Senate approve that the program requirements for the Specialization – Social Welfare and Social Development be revised as outlined below.

**Rationale:**

*These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.*

*Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.*

**To:**

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 54 credits in the Specialization as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<del><a href="#">SOC1 1016</a></del>	<del>Introduction to Sociology</del>	<del>3 cr.</del>
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SOC1 2126</a>	Social Research Methods	3 cr.
<a href="#">ANTH/SOCI 3036 or INDG 2106 or SOC1 2127</a>	Qualitative Research Methods or Oral and Literary Storywork or Social Statistics and Data Analysis	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
SWLF Upper level		24 cr.

3 credits of:

<a href="#">INDG 1006</a>	Madjitang (In the Beginning) - An Introduction to Indigenous Studies
<a href="#">INDG 2006</a>	Indigenous Places – Changing Landscapes
<a href="#">INDG 2906</a>	Indigenous Philosophy – Inaadiziwin (Thought)

**From:**

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 54 credits presented for the Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 54 credits in the Specialization as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<a href="#">SOCI 1016</a>	Introduction to Sociology	3 cr.
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SOCI 2126</a>	Social Research Methods	3 cr.
<a href="#">SOCI 2127</a>	Social Statistics and Data Analysis	3 cr.
<a href="#">SWLF 2995</a>	Community Service-Learning for Social Development	6 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
SWLF Upper level		24 cr.

**Motion 23:** That Senate approve that the program requirements for the Major in Social Welfare and Social Development be revised as outlined below.

**Rationale:**

*These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.*

*Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.*

**To:**

**Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Social Welfare and Social Development.

Students must complete 36 credits in the Major as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<del><a href="#">SOCI 1016</a></del>	<del>Introduction to Sociology</del>	<del>3 cr.</del>
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
SWLF Upper level		18 cr.
<b>3 credits of:</b>		<b>3 credits of:</b>
<a href="#">INDG 1006</a>	<b>Madjitang (In the Beginning) - An Introduction to</b>	

INDG 2006	Indigenous Studies	INDG 1006
INDG 2906	Indigenous Places – Changing Landscapes	INDG 2006
	Indigenous Philosophy – Inaadiziwin (Thought)	INDG 2906

**From:****Program Requirements:**

Students will need to achieve a minimum 60% average in the 36 credits presented for the Major in Social Welfare and Social Development.

Students must complete 36 credits in the Major as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
<a href="#">SOCI 1016</a>	Introduction to Sociology	3 cr.
<a href="#">SWLF 2006</a>	Ideology and Social Welfare	3 cr.
<a href="#">SWLF 2007</a>	Poverty and Social Policy in Canada	3 cr.
<a href="#">SWLF 3006</a>	Social and Economic Justice	3 cr.
<a href="#">SWLF 3007</a>	History of Social Welfare	3 cr.
SWLF Upper level		18 cr.

**Motion 24:** That Senate approve that the program requirements for the Honours Specialization – Social Welfare and Social Development be revised as outlined below.

**Rationale:**

*These changes in the program requirements will allow students who are going into consecutive education, as well as those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker, more flexibility in their course selection between different courses on research methods. Students will be successfully fulfilling the requirements for their degree in Social Welfare and Social Development with more options they desire and within the time they desire.*

*Moreover, these changes in the program requirements will enable students who major in Social Welfare and Social Development the chance to take at least a course in Indigenous Studies as required for their degree. The change will encourage students to learn about Indigenous ways of knowing in line with the university's strategic plan.*

**To:****Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

<a href="#">SWLF 1006</a>	Introduction to Social Welfare and Social Development	3 cr.
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<u><a href="#">SOC1 1016</a></u>	<b>Introduction to Sociology</b>	<del>3 cr.</del>
<u><a href="#">SWLF 2006</a></u>	Ideology and Social Welfare	3 cr.
<u><a href="#">SWLF 2007</a></u>	Poverty and Social Policy in Canada	3 cr.
<u><a href="#">SOC1 2126</a></u>	Social Research Methods	3 cr.
<b>ANTH/SOCI 3036</b> or <b>INDG 2106</b> or <u><a href="#">SOC1 2127</a></u>	<b>Qualitative Research Methods or Oral and Literary Storywork or Social Statistics and Data Analysis</b>	3 cr.
<u><a href="#">SWLF 2995</a></u>	Community Service-Learning for Social Development	6 cr.
<u><a href="#">SWLF 3006</a></u>	Social and Economic Justice	3 cr.
<u><a href="#">SWLF 3007</a></u>	History of Social Welfare	3 cr.
<u><a href="#">SWLF 4006</a></u>	Social Development	3 cr.
<u><a href="#">SWLF 4007</a></u>	Honours Seminar	3 cr.
SWLF Upper level		24 cr.

3 credits of:

<b>INDG 1006</b>	<b>Madjitang (In the Beginning) - An Introduction to Indigenous Studies</b>
<b>INDG 2006</b>	<b>Indigenous Places – Changing Landscapes</b>
<b>INDG 2906</b>	<b>Indigenous Philosophy – Inaadziwin (Thought)</b>

**From:**

### **Program Requirements:**

Students will need to achieve a minimum 70% average in the 60 credits presented for the Honours Specialization in Social Welfare and Social Development.

Students must complete 120 credits including 60 credits in the Honours Specialization as follows:

<u><a href="#">SWLF 1006</a></u>	Introduction to Social Welfare and Social Development	3 cr.
<u><a href="#">SOC1 1016</a></u>	Introduction to Sociology	3 cr.
<u><a href="#">SWLF 2006</a></u>	Ideology and Social Welfare	3 cr.
<u><a href="#">SWLF 2007</a></u>	Poverty and Social Policy in Canada	3 cr.
<u><a href="#">SOC1 2126</a></u>	Social Research Methods	3 cr.
<u><a href="#">SOC1 2127</a></u>	Social Statistics and Data Analysis	3 cr.
<u><a href="#">SWLF 2995</a></u>	Community Service-Learning for Social Development	6 cr.
<u><a href="#">SWLF 3006</a></u>	Social and Economic Justice	3 cr.
<u><a href="#">SWLF 3007</a></u>	History of Social Welfare	3 cr.
<u><a href="#">SWLF 4006</a></u>	Social Development	3 cr.
<u><a href="#">SWLF 4007</a></u>	Honours Seminar	3 cr.
SWLF Upper level		24 cr.

### **Non-substantive:**

That the course SWLF 3146 Work be unbanked.

**Rationale:**

*The course is intended to be offered in 24FW.*

**Non-substantive:**

That the course description for SWLF 3146 Work be revised as outlined below.

**To:**

Students examine paid work and its role in both the well-being and the alienation of individuals and communities. Topics covered may include the division of labour, unemployment, underemployment, job training, job insecurity, low waged work, scientific management, the restructuring of labour processes, trade unions, collective bargaining, and workers' control of production.

**From:**

This course examines paid work and its role in both the well-being and the alienation of individuals and communities. Topics covered may include the division of labour, unemployment, underemployment, job training, job insecurity, lowwaged work, scientific management, the restructuring of labour processes, trade unions, collective bargaining, and workers' control of production.

**Rationale:**

*We have moved away from starting descriptions with, "In this course" which the original SWLF 3146 description included. It has been modified to meet our current requirements for student-focused course descriptions.*

**Sociology****Non-substantive:**

That the prerequisite for SOCI 2126: Introduction to Sociological Research Methods be changed as outlined below.

**New Prerequisite:** SOCI 1016 or SOCI 1015 or SWLF 1006

**Current Prerequisite:** SOCI 1016 or SOCI 1015

**Rationale:**

*Adding SWLF 1006 as a prerequisite will allow students, especially those who are in the collaborative program between Social Welfare and Social Development and Canadore's Social Service Worker as well as those who are going into consecutive education, more flexibility in fulfilling the prerequisite for SOCI 2126. They will also be able to successfully complete SOCI 2126 without taking SOCI 1016 as a sociology textbook is used for SWLF 1006 similar to that used for SOCI 1016.*

#### 4. Faculty of Education and Professional Studies

##### School of Business

**Motion 25:** That Senate approve that the program requirements for the Bachelor of Commerce (Three-year) be changed as outlined below:

**To:**

To graduate with a Bachelor of Commerce (three-year), students must complete 90 credits, including core and elective requirements as follows:

□

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<del><a href="#">MKTG 2127</a></del>	<del>Marketing for Managers</del>	3 cr.
<a href="#">MKTG 2126</a>	Consumer Behaviour	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.

**From:**

To graduate with a Bachelor of Commerce (three-year), students must complete 90 credits, including core and elective requirements as follows:

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<a href="#">MKTG 2127</a>	Marketing for Managers	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.

<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.

**Rationale:**

*The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the 3-year Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.*

**Motion 26:** That Senate approve that the program requirements for the Bachelor of Commerce (Four-year) be changed as outlined below:

To graduate with a Bachelor of Commerce (Four-year), students must complete 120 credits, including core and elective requirements as follows:

**To:**

To graduate with a Bachelor of Commerce (four-year), students must complete 120 credits, including core and elective requirements as follows:

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<del><a href="#">MKTG 2127</a></del>	<del>Marketing for Managers</del>	3 cr.
<a href="#">MKTG 2126</a>	Consumer Behaviour	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.
<a href="#">ADMN 4607</a>	Business Strategy and Policy II	3 cr.



*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT	6 cr.
Electives	60 cr.

**From:**

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<a href="#">MKTG 2127</a>	Marketing for Managers	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.
<a href="#">ADMN 4607</a>	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT	6 cr.	
Electives	60 cr.	

**Rationale:**

*The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the (4-year) Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.*

**Motion 27:** That Senate approve that the program requirements for the Bachelor of Commerce (Honours) be changed as outlined below:

To graduate with a Bachelor of Commerce (Honours), students must complete 120 credits, including core and elective requirements as follows:

**To:**

To graduate with a Bachelor of Commerce (Honours), students must complete 120 credits, including core and elective requirements as follows:

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
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<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<del><a href="#">MKTG 2127</a></del>	<del>Marketing for Managers</del>	3 cr.
<a href="#">MKTG 2126</a>	Consumer Behaviour	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.
<a href="#">ADMN 4607</a>	Business Strategy and Policy II	3 cr.
*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT		6 cr.
Electives		60 cr.

\*For the BComm (Honours), these six credits must be at the 4000 level

**From:**

<a href="#">ACCT 1106</a>	Introductory Financial Accounting I	3 cr.
<a href="#">ACCT 1107</a>	Introductory Financial Accounting II	3 cr.
<a href="#">ADMN 1607</a>	Business Mathematics	3 cr.
<a href="#">ECON 1006</a>	Introduction to Microeconomics	3 cr.
<a href="#">ECON 1007</a>	Introduction to Macroeconomics	3 cr.
<a href="#">MKTG 1126</a>	Marketing Concepts	3 cr.
<a href="#">ORGS 1136</a>	Introduction to Organizational Behaviour	3 cr.
<a href="#">ORGS 1137</a>	Management of Human Resources	3 cr.
<a href="#">MKTG 2127</a>	Marketing for Managers	3 cr.
<a href="#">ACCT 2146</a>	Management of Accounting and Control I	3 cr.
<a href="#">ADMN 2167</a>	Business Decision Making	3 cr.
<a href="#">ADMN 2306</a>	Business Ethics	3 cr.
<a href="#">ADMN 2606</a>	Business Statistics	3 cr.
<a href="#">ADMN 3046</a>	Operations Management	3 cr.
<a href="#">FINC 3116</a>	Financial Management I	3 cr.
<a href="#">TMGT 3856</a>	Information Systems	3 cr.
<a href="#">ADMN 4606</a>	Business Strategy and Policy I	3 cr.
<a href="#">ADMN 4607</a>	Business Strategy and Policy II	3 cr.

*ACCT, ADMN, ECON, FINC, MKTG, ORGS, TMGT	6 cr.
Electives	60 cr.

\*For the BComm (Honours), these six credits must be at the 4000 level

**Rationale:**

*The rationale for removing MKTG 2127-Marketing for Managers from the program requirements for the (Honours) Bachelor of Commerce is the content for this course is obsolete. The addition of MKTG 2126-Consumer Behaviour reflects more current course content for the course requirements for the Bachelor of Commerce degree.*

**Schulich School of Education**

**Motion 28:** That Senate approve that the 3-credit course *Academic Writing* (ACAD 1601) be removed as a requirement to progress into Years 5 and 6 of the Bachelor of Education for Concurrent Education.

**Rationale:**

*Academic Writing (ACAD 1601) is already listed as a requirement for most programs with a few exceptions including Criminal Justice and Business; listing it as a B.Ed. Concurrent requirement is, therefore, redundant.*

**Motion 29:** That Senate approve the creation of EDUC-4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner as outlined in the template below:

**Rationale:**

*This course will be a combination of learning objectives from EDUC 4946 History, Policy, and Indigenous Education and 4762 Proactive and Inclusive Classroom Management. The inclusion of this new course for Indigenous Education Program (IEP) students will situate learning re-engagement strategies from an Indigenous holistic foundation of wellness and balance, and an understanding of the historical and contemporary impacts of colonization on Indigenous schools and communities and their effects on Indigenous students in educational settings and classrooms.*

Course Code	EDUC 4967
Course Title:	Indigenous Classroom Navigation: Engaging the Indigenous Learner
Course Credits	<input checked="" type="checkbox"/> 3 credits <input type="checkbox"/> 6 credits <input type="checkbox"/> Other
Course Description: <i>Restricted to 50-75 words, student-focused, present tense and active voice)</i>	Teacher candidates explore cultural and social aspects of Indigenous education in Canada. Candidates critically examine and demonstrate understandings of the legal and historical connections between culture and education. Teacher candidates explore ways to understand, support and engage Indigenous students in the classroom through the examination and application of Indigenous holistic models of education and pedagogies.
Course Prerequisite:	NA
Course Corequisite:	

Course Antirequisite:	EDUC 4762 Proactive and Inclusive Classroom Management EDUC 4946 History, Policy, and Indigenous Education
List any restrictions: <i>For example, "This course is restricted to BPHE students".</i>	This course is restricted to ITEP and TILSL students.
Is this a Topic Course?  <i>Topic courses are courses that students can take more than once for credit.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Will this course have an Experiential Learning component as defined by the MCU	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Outline the department's plan for offering this course.  <i>For example, consider how this course will be cycled, whether it replaces a current course, when it will first be offered, etc.</i>	This new course replaces EDUC 4946 History, Policy and Indigenous Education and would move into the existing cycle of courses offered to Year 2/3 ITEP and TILSL students. The course will be offered in the winter semester of 2025.
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. <i>For example, Two hours of lecture and one hour of laboratory work per week. 36 hours total.</i>	Total Hours: <u>    36    </u> - <u>Breakdown of hours per week</u> Clinical: _____ Independent Study: _____ Lecture: <u>    36    </u> hours/asynchronous over 9 weeks (BED schedule) Lab: _____ Practical: _____ Seminar : _____ Tutorial: _____ Service Learning: _____
<u>Is this course cross-listed? If so, with what department?</u>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please written support from all departments/disciplines whose programs are affected by this proposal.</i>
<u>Program Implications:</u>  <i>Is this a required course for a program, or part of a Group, Concentration, Stream, etc.?</i>	This will be a required course for all ITEP and TILSL students.
Do the Learning Outcomes for this course have significant	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

overlap with any other course(s) offered at Nipissing?	<p>If yes, include rationale:</p> <p>The course is a combination of learning objectives from EDUC 4946 History, Policy and Indigenous Education and EDUC 4762 Proactive and Inclusive Classroom Management</p>
<p>Learning Outcomes (6-8 points, visible, measurable and in active voice)</p> <p>For detailed information on Learning Outcomes, please consult the <a href="#">Quality Assurance website</a>.</p>	<p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> <li>a. demonstrate critical thinking and analytical skills with regard to educational theory, historical context, research, policy, legislation, educational governance, assessment, and evaluation to inform professional practice;</li> <li>b. interpret historical and contemporary legislative policies that affect delivery of educational services to Indigenous peoples</li> <li>c. explore educational governance structures for Indigenous peoples and First Nation communities.</li> <li>d. examine and develop strength-based approaches and strategies to promote classroom success for the Indigenous learner</li> <li>e. analyze Indigenous holistic models and pedagogical approaches that connect with the intellectual, emotional, physical and spiritual aspects of the self and how they apply in the classroom</li> <li>f. demonstrate knowledge of cultural safety as a starting point for planning and teaching in today's diverse classrooms</li> <li>g. explore Indigenous models of child development and learning within Indigenous cultures</li> </ul>
Will this course have budgetary implications?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No enter additional resources:
How will this course contribute to the program level outcomes?	<p>The course meets a number of undergraduate degree level expectations such as broadening and strengthening the student's field of knowledge related to the education field as well as child development; requirement for students to gather, review and apply new knowledge in their practical experiences.</p>
Who amongst your current faculty has the competencies to teach this course?	<p>Dr. Glen Sharpe</p>
How does this course contribute to the institution's commitments to equity, inclusive teaching, accessibility, decolonization, Indigenous learning and sustainability?	<p>This course is a revision of EDUC 4762 Inclusive and Proactive Classroom Management. This course's learning objectives are developed from a decolonized understanding to develop learning environments from an Indigenous perspective of wellness, balance and being.</p>
How will you communicate this new offering to students?	<p>All ITEP and TILSL students will be informed of this course through direct communication (email notification), as well as any external communications related to program delivery and structure.</p>



**REDACTED COURSE OUTLINE – EDUC 4967 INDIGENOUS CLASSROOM NAVIGATION:  
ENGAGING THE CLASSROOM LEARNER**

[Redacted text block]

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]


[REDACTED]

[REDACTED]









**Motion 30:** That Senate approve that the program requirements for the Indigenous Teacher Education Program be changed as outlined below:

**To:**

Students must complete 60 credits as follows:

- [EDUC 4717](#): Languages and Literacies for the Primary and Junior Divisions
- [EDUC 4716](#): Legal and Social Foundations of Education
- [EDUC 4726](#): Diversity and Inclusion
- [EDUC 4727](#): Emergent and Early Literacies for the Primary and Junior Divisions
- [EDUC 4736](#): Introduction to Curriculum Design and Teaching
- [EDUC 4737](#): Health and Physical Education for the Primary and Junior Divisions
- [EDUC 4746](#): Assessment, Evaluation and Communication of Student Learning
- [EDUC 4747](#): Mathematics for the Primary and Junior Divisions
- [EDUC 4756](#): Curriculum Design and Inquiry
- [EDUC 4757](#): Music for the Primary and Junior Divisions
- [EDUC 4766](#): Technology Enriched Teaching and Learning
- [EDUC 4767](#): Science and Technology for the Primary and Junior Divisions
- [EDUC 4776](#): Special Needs of Students
- [EDUC 4777](#): Social Studies for the Primary and Junior Divisions
- [EDUC 4787](#): Visual Arts for the Primary and Junior Divisions
- [EDUC 4967](#): Indigenous Classroom Navigation: Engaging the Indigenous Learner
- [EDUC 4947](#): Understanding Indigenous Pedagogies
- [EDUC 4714](#): Practicum I
- [EDUC 4814](#): ITEP Practicum II
- [EDUC 4858](#): Community Leadership Experience
- [EDUC 4914](#): ITEP Practicum III

**From:**

Students must complete 60 credits as follows:

- [EDUC 4717](#): Languages and Literacies for the Primary and Junior Divisions
- [EDUC 4716](#): Legal and Social Foundations of Education
- [EDUC 4726](#): Diversity and Inclusion
- [EDUC 4727](#): Emergent and Early Literacies for the Primary and Junior Divisions
- [EDUC 4736](#): Introduction to Curriculum Design and Teaching
- [EDUC 4737](#): Health and Physical Education for the Primary and Junior Divisions
- [EDUC 4746](#): Assessment, Evaluation and Communication of Student Learning
- [EDUC 4747](#): Mathematics for the Primary and Junior Divisions

- [EDUC 4756](#): Curriculum Design and Inquiry
- [EDUC 4757](#): Music for the Primary and Junior Divisions
- [EDUC 4766](#): Technology Enriched Teaching and Learning
- [EDUC 4767](#): Science and Technology for the Primary and Junior Divisions
- [EDUC 4776](#): Special Needs of Students
- [EDUC 4777](#): Social Studies for the Primary and Junior Divisions
- [EDUC 4787](#): Visual Arts for the Primary and Junior Divisions
- [EDUC 4946](#): History, Policy and Indigenous Education
- [EDUC 4947](#): Understanding Indigenous Pedagogies
- [EDUC 4714](#): Practicum I
- [EDUC 4814](#): ITEP Practicum II
- [EDUC 4858](#): Community Leadership Experience
- [EDUC 4914](#): ITEP Practicum III

**Rationale:**

*Substituting EDUC 4946 History, Policy and Indigenous Education with EDUC 4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner will ensure the Indigenous Teacher Education Program will include learning objectives that connect with classroom engagement strategies specific for Indigenous students and communities that reflect the historical legacy of Indigenous education and continue to impact contemporary classroom and school learning environments in both the public education system and First Nation schools.*

**Motion 31:** That Senate approve that the program requirements for the Teacher of Indigenous Language as a Second Language Program be changed as outlined below:

**To:**

Students must complete 60 credits as follows:

- [EDUC 1436](#) Indigenous Languages Curriculum I
- [EDUC 1446](#) Indigenous Languages Team Teaching I
- [EDUC 1546](#) Indigenous Language Methodologies I
- [EDUC 2436](#) Indigenous Languages Curriculum II
- [EDUC 2446](#) Indigenous Languages Team Teaching II
- [EDUC 2546](#) Indigenous Language Methodologies II
- [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 4766](#) Technology Enriched Teaching and Learning
- [EDUC 4776](#) Special Needs of Students
- [EDUC 4967](#): Indigenous Classroom Navigation: Engaging the Indigenous Learner
- [EDUC 4947](#) Understanding Indigenous Pedagogies
- [EDUC 4714](#) Practicum I
- [EDUC 4814](#) Practicum II
- [EDUC 4858](#) Community Leadership Experience
- [EDUC 4914](#) Practicum III

Six credits from:

- [EDUC 1456](#) Anishnaabemwin Language I and [EDUC 2456](#) Anishnaabemwin Language II, or
- [EDUC 1556](#) Cree Language I and [EDUC 2556](#) Cree Language II, or
- [EDUC 1576](#) Lunaape Language I and [EDUC 2576](#) Lunaape Language II, or
- [EDUC 1586](#) Mohawk Language I and [EDUC 2586](#) Mohawk Language II, or
- [EDUC 1596](#) Cayuga Language I and [EDUC 2596](#) Cayuga Language II

**From:**

Students must complete 60 credits as follows:

- [EDUC 1436](#) Indigenous Languages Curriculum I
- [EDUC 1446](#) Indigenous Languages Team Teaching I
- [EDUC 1546](#) Indigenous Language Methodologies I
- [EDUC 2436](#) Indigenous Languages Curriculum II
- [EDUC 2446](#) Indigenous Languages Team Teaching II
- [EDUC 2546](#) Indigenous Language Methodologies II
- [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 4766](#) Technology Enriched Teaching and Learning
- [EDUC 4776](#) Special Needs of Students
- [EDUC 4946](#) History, Policy and Indigenous Education
- [EDUC 4947](#) Understanding Indigenous Pedagogies
- [EDUC 4714](#) Practicum I
- [EDUC 4814](#) Practicum II
- [EDUC 4858](#) Community Leadership Experience
- [EDUC 4914](#) Practicum III

Six credits from:

- [EDUC 1456](#) Anishnaabemwin Language I and [EDUC 2456](#) Anishnaabemwin Language II, or
- [EDUC 1556](#) Cree Language I and [EDUC 2556](#) Cree Language II, or
- [EDUC 1576](#) Lunaape Language I and [EDUC 2576](#) Lunaape Language II, or
- [EDUC 1586](#) Mohawk Language I and [EDUC 2586](#) Mohawk Language II, or
- [EDUC 1596](#) Cayuga Language I and [EDUC 2596](#) Cayuga Language II

**Rationale:**

*Substituting EDUC 4946 History, Policy and Indigenous Education with EDUC 4967 Indigenous Classroom Navigation: Engaging the Indigenous Learner will ensure the Teacher of Indigenous Language as a Second Language Program will include learning objectives that connect with classroom engagement strategies specific for Indigenous students and communities that reflect the historical legacy of Indigenous education and continue to impact contemporary classroom and school learning environments in both the public education system and First Nation schools.*

**Non-substantive:**

That the course EDUC 5237 (Educating for Environmental Sustainability) be unbanked.

***Rationale:***

*EDUC 5237: Educating for Environmental Sustainability was not intentionally banked, but rather it was part of the auto-banking process that occurs if a course is not offered for five years. I was unaware, until recently, that EDUC 5237 was banked and respectfully request that it be unbanked as I have scheduled it to be taught in the Spring/Summer 2025 Term offerings of Graduate Courses in Education. The course offers an investigative participation in topics related to environmental and sustainability education including implementation of such topics for diverse learners. The course has application to the MEd existing themes of Teaching and Pedagogy and Educational Leadership. Moving forward, I anticipate EDUC 5237 to be offered in each cyclical rotation of Graduate Courses in Education.*

---



**Report of the  
Academic Curriculum Committee**

**February 26, 2024**

Members:

Ann-Barbara Graff  
Nancy Black  
Alex Karassev  
Ping Zou

Nathan Colborne (Dean's Designate)  
Debra Iafrate  
Tammie McParland

Graydon Raymer  
Blaine Hatt  
Jamie Murton

Regrets: Roxana Vernescu, Brendan Brown, Sam Greco, Harikesh Panchal

Absent: Paul Millar

Guests: Dan Jarvis, Nathan Kozuskanich

Jane Hughes, Recording Secretary

The Academic Curriculum Committee received and discussed changes for the Faculty of Arts and Science, the Faculty of Education and Professional Studies. The outcomes of those discussions are reflected in the recommendations to Senate contained in the motions below.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read 'Ann-Barb', enclosed in a hand-drawn oval.

Dr. Ann-Barbara Graff  
Provost & Vice-President, Academic

**Motion 1:** That Senate receive the Report of the Academic Curriculum Committee, dated February 26, 2024.

**1. Faculty of Arts and Science**

**History**

**Motion 2:** That Senate approve that MATH 2326 Anishinaabek Way of Life and Mathematics with Applications be added to the list of courses counting towards the Certificate in the Study of Societies in Transition: Reciprocity, Relationship, and Reconciliation Histories as outlined below. (*addition highlighted in yellow*)

**Proposed Requirements:****Program Requirements:**

All of:

<a href="#">HIST 1306</a>	or Animating the Land: Nbisiing Nishnaabeg Histories or	3 cr.
<a href="#">INDG 1006</a>	Madjitang, in the Beginning	
<a href="#">HIST 2447</a>	or Indigenous Treaties or	3 cr.
<a href="#">INDG 2906</a>	Indigenous Philosophy - Inaadziwin	

NINE credits of, with at least SIX credits at the 3000 level:

<a href="#">HIST 1506</a>	The Idea of Canada	3 cr.
<a href="#">HIST 1236</a>	Strong, Wise, and Beautiful: Women in 20th Century Canada	3 cr.
<a href="#">INDG 1506</a>	On the Land/From the Land: Indigenous Worldview	3 cr.
<a href="#">INDG 1306</a>	Ojibwe 1	3 cr.
<a href="#">INDG 1307</a>	Ojibwe 2	3 cr.
<a href="#">ENGL 1126</a>	Literature and the Land	3 cr.
<a href="#">ANTH 2006</a>	Ethnographic Imagination	3 cr.
<a href="#">ANTH 2026</a>	Archaeology I	3 cr.
<a href="#">HIST 2016</a>	Colonialism and Resettlement in the Canadian West	3 cr.
<a href="#">INDG 2026</a>	Indigenous Art and Creativity	3 cr.
<a href="#">INDG 2106</a>	Oral and Literary Storywork	3 cr.
<a href="#">INDG 2206</a>	Indigenous Screen Cultures	3 cr.
<a href="#">INDG 2406</a>	Indigenous Families – Colonial Impacts and Contemporary Responses	3 cr.
<a href="#">INDG 2907</a>	Indigenous Philosophy - Bimaadsiwin	3 cr.
<a href="#">RLCT 2096</a>	Religion, Colonialism, and State Violence	3 cr.
<a href="#">ANTH 3006</a>	Anthropology of Development in the Canadian North	3 cr.
<a href="#">ANTH 3027</a>	Indigenous Peoples and the State	3 cr.
<a href="#">ENGL 3277</a>	Topics in the Indigenous Literatures of North America	3 cr.
<a href="#">HIST 3346</a>	First Nations in Historical Perspective	3 cr.
<a href="#">HIST 3306</a>	Canada's Forgotten War: Obwandiyag and the Defence	3 cr.
<a href="#">HIST 3307</a>	Gaa Bi Kidwaad Maa Nbisiing: Nbisiing Nishnaabeg Histories	3 cr.
<a href="#">HIST 3806</a>	Experiential Learning Course	3 cr.
<a href="#">INDG 3106</a>	Indigenous Health and Wellness	3 cr.
<a href="#">INDG 3416</a>	The News and First Peoples	3 cr.
<a href="#">INDG 3406</a>	Colonialism in First Nations' Communities	3 cr.
<a href="#">INDG 3606</a>	Special Topics in Indigenous Studies I	3 cr.
<a href="#">INDG 3607</a>	Special Topics in Indigenous Studies II	3 cr.
<a href="#">GEND 3066</a>	Invasion and Resistance	3 cr.
<a href="#">GEND 3216</a>	Testimony and Witness	3 cr.
<a href="#">GEND 3227</a>	Justice After Atrocity	3 cr.
<a href="#">GEND 3356</a>	International Rights of Indigenous People	3 cr.

<a href="#">POLI 3216</a>	Post Conflict Stabilization, Reconstruction, and Reconciliation	3 cr.
<a href="#">POLI 3236</a>	Conflict, Power, and Persuasion: Indigenous Negotiations in Canada	3 cr.
<a href="#">SWLF 3406</a>	Colonialism in First Nations	3 cr.
<a href="#">SWLF 3407</a>	Social Development in First Nations	3 cr.
<a href="#">MATH 2326</a>	Anishinaabek Ways of Life and Mathematics with Applications	3 cr.

**Current Requirements:****Program Requirements:**

All of:

<a href="#">HIST 1306</a>	or Animating the Land: Nbsiing Nishnaabeg Histories or	3 cr.
<a href="#">INDG 1006</a>	Madjitang, in the Beginning	
<a href="#">HIST 2447</a>	or Indigenous Treaties or	3 cr.
<a href="#">INDG 2906</a>	Indigenous Philosophy - Inaadziwin	

NINE credits of, with at least SIX credits at the 3000 level:

<a href="#">HIST 1506</a>	The Idea of Canada	3 cr.
<a href="#">HIST 1236</a>	Strong, Wise, and Beautiful: Women in 20th Century Canada	3 cr.
<a href="#">INDG 1506</a>	On the Land/From the Land: Indigenous Worldview	3 cr.
<a href="#">INDG 1306</a>	Ojibwe 1	3 cr.
<a href="#">INDG 1307</a>	Ojibwe 2	3 cr.
<a href="#">ENGL 1126</a>	Literature and the Land	3 cr.
<a href="#">ANTH 2006</a>	Ethnographic Imagination	3 cr.
<a href="#">ANTH 2026</a>	Archaeology I	3 cr.
<a href="#">HIST 2016</a>	Colonialism and Resettlement in the Canadian West	3 cr.
<a href="#">INDG 2026</a>	Indigenous Art and Creativity	3 cr.
<a href="#">INDG 2106</a>	Oral and Literary Storywork	3 cr.
<a href="#">INDG 2206</a>	Indigenous Screen Cultures	3 cr.
<a href="#">INDG 2406</a>	Indigenous Families – Colonial Impacts and Contemporary Responses	3 cr.
<a href="#">INDG 2907</a>	Indigenous Philosophy - Bimaadsiwin	3 cr.
<a href="#">RLCT 2096</a>	Religion, Colonialism, and State Violence	3 cr.
<a href="#">ANTH 3006</a>	Anthropology of Development in the Canadian North	3 cr.
<a href="#">ANTH 3027</a>	Indigenous Peoples and the State	3 cr.
<a href="#">ENGL 3277</a>	Topics in the Indigenous Literatures of North America	3 cr.
<a href="#">HIST 3346</a>	First Nations in Historical Perspective	3 cr.
<a href="#">HIST 3306</a>	Canada's Forgotten War: Obwandiyag and the Defence	3 cr.
<a href="#">HIST 3307</a>	Gaa Bi Kidwaad Maa Nbsiing: Nbsiing Nishnaabeg Histories	3 cr.
<a href="#">HIST 3806</a>	Experiential Learning Course	3 cr.
<a href="#">INDG 3106</a>	Indigenous Health and Wellness	3 cr.
<a href="#">INDG 3416</a>	The News and First Peoples	3 cr.
<a href="#">INDG 3406</a>	Colonialism in First Nations' Communities	3 cr.



<a href="#">INDG 3606</a>	Special Topics in Indigenous Studies I	3 cr.
<a href="#">INDG 3607</a>	Special Topics in Indigenous Studies II	3 cr.
<a href="#">GEND 3066</a>	Invasion and Resistance	3 cr.
<a href="#">GEND 3216</a>	Testimony and Witness	3 cr.
<a href="#">GEND 3227</a>	Justice After Atrocity	3 cr.
<a href="#">GEND 3356</a>	International Rights of Indigenous People	3 cr.
<a href="#">POLI 3216</a>	Post Conflict Stabilization, Reconstruction, and Reconciliation	3 cr.
<a href="#">POLI 3236</a>	Conflict, Power, and Persuasion: Indigenous Negotiations in Canada	3 cr.
<a href="#">SWLF 3406</a>	Colonialism in First Nations	3 cr.
<a href="#">SWLF 3407</a>	Social Development in First Nations	3 cr.

### **Computer Science and English**

**Motion 3:** That Senate approve that the Certificate in Digital Humanities be removed from the Academic Calendar.

***Rationale:***

The certificate does not align with current available offerings.

## **2. Schulich School of Education**

### **For Information/Discussion:**

The Academic Curriculum Committee reviewed and discussed the Application for Renewal of Accreditation.

- The Committee expressed their appreciation for the amount of work that was involved in preparing the document.
- Formatting suggestions were relayed to the Dean of Education.
- The Registrar indicated it would be beneficial to have some conversations regarding program demand for teachables from a recruitment prospective and identify the priorities to develop new teachables.
- There was discussion of how and if the two conceptual models of the programs would be integrated.
- There was a discussion of the need to identify current and future teachables.
- It was recommended that the accreditation document include a section on on-going and prospective plans for the School.

### **Application for Renewal of Accreditation**

#### **Nipissing University, Schulich School of Education**

**Program Name:**

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education for persons of First Nation, Métis, or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or certificate (referred to as the *Indigenous Teacher Education Program (ITEP)*)
- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Bachelor of Education degree or Diploma (referred to as *Teacher of Indigenous Language as a Second Language Program (TILSL)*)

**Submitted by:**

Schulich School of Education, Nipissing University

**Submission Date:**

February 29, 2024

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Ontario's Teaching Regulator  
L'organisme de réglementation  
de l'enseignement en Ontario

### **Introduction**

This application is for renewal of accreditation of the following programs offered by the Schulich School of Education, Nipissing University:

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or certificate
- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Bachelor of Education degree or Diploma

### ***Provider***

Schulich School of Education, Nipissing University

### ***Contact Information***

Provide the contact information for the Dean or Director of the institution. Please include name, title, mailing address, telephone number and email address.

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***Program Location(s)***

Include site(s) and addresses including satellite campuses. Identify which program(s) are offered at each satellite campus.

North Bay, Ontario

### **Description of the Permitted Institution and Programs**

*This section presents the theoretical and foundational orientations upon which Nipissing University's teacher education programs are built. The programs are now guided by the university's **Strategic Plan** entitled **Pathways: Our Commitments to Water, Land, and People** (as demonstrated in Appendix 02 analysis examples) and with the Schulich School of Education's **Conceptual Frameworks**. The ultimate goal of the programs are to prepare new teachers to meet the complex needs of the system of education in Ontario in accordance with Ontario College of Teachers' Foundations of Professional Practice as well as current research on teaching, learning, and assessment strategies.*

### **Background**

#### **Institutional Context and History**

The history of teacher education in North Bay began in 1909 with the opening of the North Bay Normal School. The Normal School was renamed North Bay Teachers' College in 1953. Since 1909, over 17,000 teachers have received their professional education in North Bay. Nipissing University College was created in 1972 as an affiliate of Laurentian University at which time it moved into new facilities at the College Education Centre. On August 8, 1973, an order in council OC-2060/73 approved the provision of a Consecutive teacher education program at Nipissing University College in the Primary, Junior, and Intermediate divisions. On July 15, 1987, the Ministry of Education and Board of Governors of Nipissing University College entered into a new agreement. The College, through its Faculty of Education, agreed to continue to offer programs of Consecutive teacher education and instruction of teachers according to the terms and conditions set out in the agreement: principally Primary/Junior, Junior/Intermediate divisions, and other programs leading to additional qualifications. The Intermediate/Senior stream was added in 1989-90. Nipissing University received its charter in 1992, through a private members bill, becoming an autonomous, degree-granting institution (*The Nipissing University Act* is available [here](#)).

Between 2004 and 2019, Nipissing University offered Concurrent education in Brantford, Ontario in partnership with Wilfrid Laurier University, as well as at the Bracebridge and North Bay campuses. Following the closure of these two satellite programs, the final convocation for Bracebridge students took place in June of 2017, and for Brantford students in June of 2019.

In 2010, the Faculty of Education at Nipissing University was renamed the Schulich School of Education, thanks to a generous donation of \$15 million from Dr. Seymour Schulich. This transformational gift has enabled the establishment of the annual Schulich Scholarships, which, as of 2024, offers approximately 80 scholarships, each valued at \$7,500. These scholarships are awarded to candidates who excel in at least two of the following criteria: (A) Academic Merit, reflecting outstanding academic performance; (B) Community Service, demonstrating significant contributions to school or community life, or evidence of entrepreneurial talent; and (C) Financial Need. Additionally, the Schulich endowment fortifies the Dean's Discretionary Fund. This fund annually allocates financial support for projects in three key areas: (A) STEM enrichment, supporting the creation of educational materials, courses, and workshops; (B) Family and Indigenous Literacies, aimed at developing resources for family-focused learning and contemporary literacy courses; and (C) Educational Technology, enhancing teaching and

learning methods at Nipissing University through continuous improvement and modernization initiatives.

In recognition of Northern Ontario's rich bilingual culture and in support of the national objective of bilingual education, the Schulich School of Education at Nipissing University became accredited to offer French as a Second Language (FSL) in the Primary/Junior divisions in 2018. Primary/Junior candidates earn the Additional Qualification for FSL, Part 1 in addition to a Bachelor of Education degree. The Primary/Junior teacher candidates in FSL as a focus complete all of the same courses as their Primary/Junior counterparts. The addition of FSL as a focus requires an additional course in the first semester, *French as a Second Language (Elementary)* (EDUC 4738), and another in the fourth/final semester, *Teaching in French Immersion* (EDUC 4702). FSL teacher candidates with FSL as a focus complete a minimum of one practicum (i.e., minimum of five weeks) in a Core French, Extended French, or French Immersion class in one of their divisions.

To further expand our list of available teachable subjects, and at the request of NU colleagues, the Schulich School of Education added *Social Sciences-General* as an area of study in the Intermediate and Senior divisions in 2018. Teacher candidates who choose Social Sciences-General as a teachable will take the course *Social Sciences, Intermediate* (EDUC 4296) and/or *Social Sciences, Senior* (EDUC 4297).

Over the years, the teacher education programs have undergone many transformations. However, certain elements of the original thinking and values remain to the benefit of the program. A high value has always been placed on practice, partnership with the profession, professional orientation and knowledge, high standards, and a supportive atmosphere for the teacher education candidates.

With its long history of success, the Consecutive teacher education program at Nipissing University has informed and continues to influence the development of two other teacher education programs, the Indigenous Teacher Education Program (ITEP) (formerly known as the Aboriginal Teacher Certification Program (ATCP)) and the Teacher of Indigenous Language as a Second Language Program (TILSL) (formerly known as the Teacher of Anishnaabemwin as a Second Language (TASL) program) in North Bay, and the Concurrent Bachelor of Education program in North Bay. Historically, the Concurrent program was provided in three locations: in North Bay and Bracebridge with our own Faculty of Arts and Science, and in Brantford, in partnership with Wilfrid Laurier University. Following the phasing out of the two regional campus programs, the Concurrent education program has continued to be offered at the North Bay campus in conjunction with our Faculty of Arts and Science, and has expanded to encompass all three Divisions (i.e., Primary/Junior, Junior/Intermediate, Intermediate/Senior). Concurrent students who are admitted to Nipissing University to pursue both an undergraduate degree and a B.Ed. degree are guaranteed a spot, based on a minimum academic standing of 75%, in the final two "Professional Years" of study. The Concurrent program students join the Consecutive program students, most of whom have completed their undergraduate degrees at other universities, for years five and six.

The Schulich School of Education strives to provide a rigorous teacher education program which is demanding of the student teacher and provides well-prepared teachers for Ontario schools. In keeping with this approach, the Faculty insists that student teachers entering elementary education examine all areas of the elementary school curriculum. Student teachers entering secondary education also get an opportunity to learn and practice curriculum and teaching skills in Grades 7 and 8, in subject areas not part of their regular teaching subjects (e.g., required courses in Grades 7-8 Language/Literacy, Grades 7-8 Mathematics, and a Special Topics course entitled *The Intermediate Learner*).

Our programs are based on the requirements as set out by the Ontario Ministry of Education (EDU) and enforced by the Ontario College of Teachers (OCT). They are further informed by OCT guiding documents (i.e., *Standards of Practice, Ethical Standards, Professional Learning Framework, Accreditation Guide*), academic research, and our own continual reflection on program and practice.

We will be presenting two complementary, yet distinct, Conceptual Frameworks/Models, the first of which was developed for the B.Ed. Consecutive/Concurrent Programs by Faculty in 2017 and has been further updated, and the second of which has been newly developed to reflect the guiding principles of our two multi-session, Indigenous education programs. While there are many commonalities among the B.Ed. Concurrent Program, B.Ed. Consecutive Program, and two Indigenous education programs, they primarily differ in the way in which courses are delivered and practicum placements are allocated.

Given the current teacher shortage, our graduates are reportedly in high demand across Ontario, and also find employment opportunities in various Canadian cities or abroad. Our annual Education Career Fair currently involves many schools/boards, with interviews taking place during the afternoon session.

### **History of Nipissing's Indigenous Programs**

Since the 1970s, Nipissing University has developed innovative programs to address the educational needs identified by Indigenous peoples. In 1971-2, Alan Johnson, the last Principal of North Bay Teachers' College and our first Dean, established the Education of Native Canadians study group which has evolved into our B.Ed. elective course, *Indigenous Education in Canada*. Indigenous teacher education programs are offered through a combination of summer residency and online courses (information [here](#)).

### **Indigenous Teacher Education Program (ITEP)**

In 1975, the Ontario government's People of Native Ancestry (PONA) Resource Guide for the Primary and Junior divisions responded to the National Indian Brotherhood 1972 statement Indian Control of Indian Education (ICIE). ICIE had argued that the need for First Nations teachers was critical and urgent, and that non-Indigenous teachers also needed to be aware of the unique needs of their First Nation students.

An experimental 2-summer Native teacher education program in Hamilton produced the first post-1974 cohort of Indigenous teachers who did not possess an undergraduate degree (Long, 1978). The Ontario Teachers Federation opposed any extension of this program, until a



member of the Ontario Public School Men Teachers' Federation and his colleagues in Moosonee/Moose Factory convinced OPSMTF and its fellow affiliates that such programs were essential.

Nipissing University's Aboriginal Teacher Certification Program (ATCP) was created in 1989 in response to a need identified by a local Native Education Round Table, established by Alan Johnson. The ATCP was later renamed the Indigenous Teacher Education Program (ITEP) in 2017. This program was, and still is, designed to increase the number of fully qualified Indigenous teachers in Ontario schools. This is critically important, given the teacher turnover that plagues many northern communities (Long, 2004). Full information regarding the ITEP program is available [here](#).

### **Teacher of Indigenous Language as a Second Language Program (TILSL)**

Originally known as the Teacher of Anishnaabemwin as a Second Language Program (TASL), this program later became known as the Teacher of Indigenous Language as a Second Language Program (TILSL) in 2017. It was developed in response to the requests from the Near North District School Board First Nation Advisory Committee in 2005. This request, built upon the long-established relationship between the university, local First Nation communities, and the school board, was made in response to the lack of Indigenous language teachers employed by local and regional school boards. Despite the need for vernacular language, or mother tongue education, for Indigenous students identified by PONA and ICIE (John, 2006), Indigenous languages have experienced a decline in the number of speakers; only three (Anishnaabemwin, Cree, and Inuktitut) are considered to have the speakers required to ensure their survival.

The TILSL program is a unique blend of academic curricula and culture, offered to individuals with fluency in Anishnaabemwin and other Indigenous languages (e.g., Mushkegowuk Cree, Cayuga, Mohawk, Lenape); the program qualifies Indigenous speakers to teach their traditional language in all divisions (Primary, Junior, Intermediate, and Senior) in Ontario Schools. Teacher candidates arrive with diverse backgrounds and equally diverse needs from various First Nation communities and urban centres throughout central Ontario, with varying levels and understanding of their traditional language and educational backgrounds. Full information regarding the TILSL program is available [here](#).

### **Design Frameworks**

#### **University Vision, Mission, and Values**

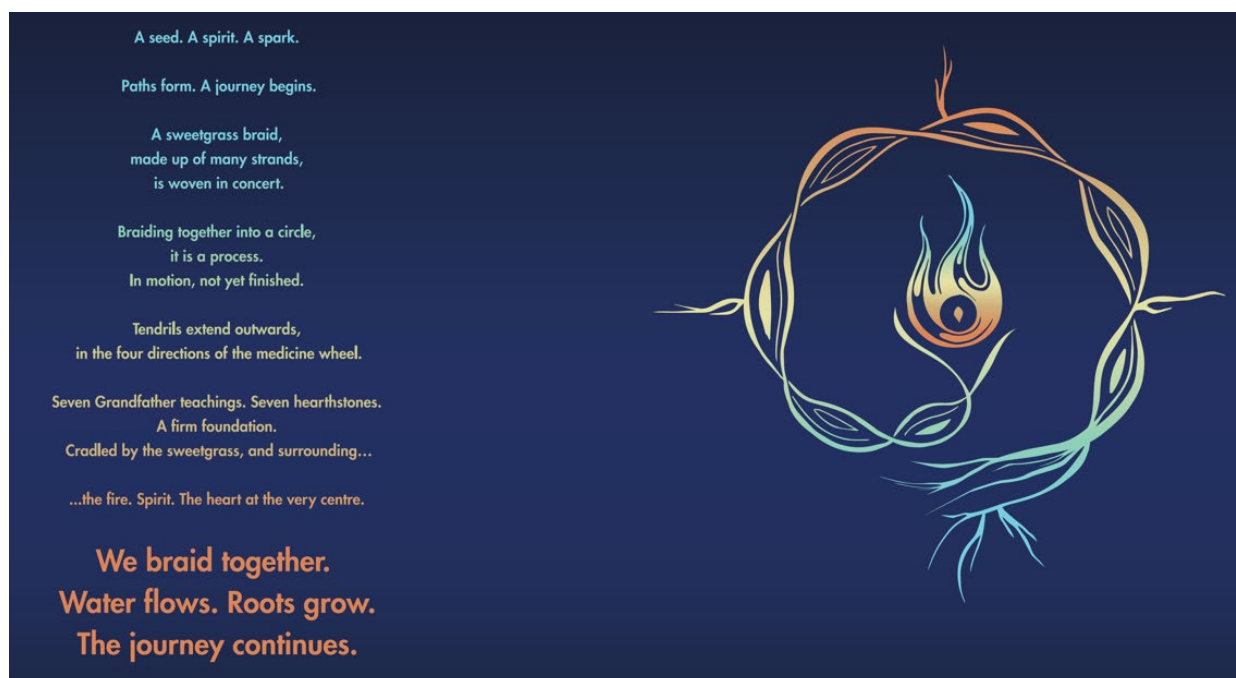
The *Nipissing University Strategic Plan, entitled **Pathways: Our Commitments to Water, Land, and People (2023)***, is provided in full as Appendix 01 and is also available online [here](#).

#### **Overview**

As noted in the Strategic Plan *Overview* section:

As Nipissing University celebrates its 30th year as an independent degree-granting institution, it is important that we take time to reflect on how we have served our community as a post-secondary educational institution over the past 124 years and how we might envision our future. Our charter, granted in 1992, indicates that we were incorporated to

address the specific needs of Northern Ontario. Nipissing University is located on the traditional lands of Nibisiing Anishinabeg within the Robinson Huron Treaty of 1850; we express our gratitude for living and learning on these lands. As we move forward to build a respectful foundation for Nipissing University's future, the Strategic Planning Steering Committee welcomes the opportunity to work with the Nipissing University Indigenous Council on Education (NUICE) in the spirit of a Treaty relationship. Our joint efforts will be grounded in a decolonizing approach as we engage with members of our campus community and those external to the university. In Fall 2022, Nipissing University embarked on a strategic planning journey that engaged more than 600 representative consultations through public meetings, focus groups, and surveys. The many voices of our constituents who spoke about the past, present, and future, led us to six aspirational themes which provide the visionary basis upon which we will transform Nipissing University.



***Pathways: Our Commitments to Water, Land, and People***

**We commit to:**

- **Fulfilling our Responsibility to Truth and Reconciliation**
- **Nurturing our Relationship with Water, Land, and Place**
- **Embodying Harmony and Care**
- **Inspiring Innovative Growth and Development**
- **Building Sustainable Futures**
- **Celebrating Who We Are**

Within the plan, each of these commitments is accompanied by *statements of aspiration* and *pathways* for achieving them together, guiding us with a renewed sense of purpose and responsibility.

**Program Alignment with University Strategic Plan**

In September of 2023, Nipissing University implemented a Strategic Plan (process information [here](#)). Entitled “*Pathways: Our Commitments to Water, Land, and People*” which presents Nipissing University’s six Areas of Commitment, each of which is further supported by statements of *Aspiration* and *Pathways to Achievement*. It should be noted that a number of Schulich School of Education faculty (Dr. Graydon Raymer, Professor and, at that time, Director of the Bachelor of Physical and Health Education (BPHE) Program; Dr. Chris Hachkowski, Principal of Indigenous Education Programs; and Dr. Michelann Parr, Professor and Schulich Teaching Chair of Open Educational Resource Development), as well as B.Ed. teacher candidate (Tyrell Chambers), were members of the Strategic Planning Committee.

**In the Fall of 2023, the Schulich School of Education faculty members were asked to reflect on their recently completed, ongoing, and future research/teaching/service activities that relate to and support the six above-mentioned pathways found in the new NU Strategic Framework. The result of this exercise was a 26-page Priorities Framework Analysis document (see Appendix 02; screen-capture sample view provided here below) demonstrating the many examples of the B.Ed. Faculty’s recently completed (green),**

**ongoing (yellow), and future (red) initiatives that relate specifically to the new NU Strategic Plan’s pathways, aspirations, and commitments.**

A. Fulfilling our Responsibility to Truth and Reconciliation					
<p>Our campus is located on the outskirts of North Bay, which is home to 7,000 First Nations, Métis, and Inuit residents, many of whom choose to study at Nipissing University. As a public university located on the traditional territory of Nipissing First Nation and on the lands protected by the Robinson-Huron Treaty of 1850, Nipissing University is bound to advance knowledge and be a good guest on this land. These obligations converge as we deepen our commitment to the Truth and Reconciliation Commission’s Calls to Action. Understanding and embodying our responsibilities to Truth and Reconciliation requires the University community to honour our collective and individual obligations and to learn about historical and contemporary Indigenous Peoples’ roles and contributions. There can be no reconciliation without truth, so we commit to listening and acknowledging our shortcomings. We will build and sustain reciprocal relationships and value Indigenous knowledges and ways of knowing in our teaching, research, and University processes. Employing strengths-based approaches will enable us to create a learning and working environment that is responsive to the needs of Indigenous students, staff, and faculty.</p>					
Aspiration	Pathways	Initiative	Target	Status Update	Status
Nipissing University will build respectful and reciprocal relationships with the communities it serves.	1. Ensure that all students, faculty, and staff understand the history of the traditional lands and the historic and contemporary roles and contributions of Indigenous Peoples in Canada, including the people of Nipissing First Nation, on whose lands and waters our university is situated.	Include data related to Canadian statistics about Indigenous mental health in the EDUC 4831 B.Ed. Elective course mental health in schools	Winter elective course January to February 2024	Course is prepared	Ongoing (N. Maynes) (G. Sharpe)
	2. Develop a regular forum for ongoing conversations with Indigenous students and communities; implement mechanisms that reciprocally connect Indigenous communities and the University.	Micro-Credential: <i>Wiidooktaadyang (we are helping one another) promoting health and wellness in Anishinaabe communities</i> <a href="https://www.nipissingu.ca/academics/extended-learning/wiidooktaadyang">https://www.nipissingu.ca/academics/extended-learning/wiidooktaadyang</a>	Open to all students, faculty and staff at Nipissing University and interested community members	Launched on national Indigenous Peoples Day, June 21, 2023	Ongoing (C. Peltier)
		Teacher Education Advisory Committee (TEAC) meets annually, and includes members from Indigenous communities (e.g., Anishinabek Education Systems Representative)			Ongoing (D. Jarvis)
		Polishing the Chain: <a href="https://strategicplanning.nipissingu.ca/polishing-the-chain">https://strategicplanning.nipissingu.ca/polishing-the-chain</a>  Wampum creation	Open to all students, faculty, staff, and community members	Launched September 27-27, 2023	Ongoing (C. Peltier)
	Reconciliation Education Certificate, First Nations University of Canada		Course/Implementing Guidelines	Completed January 2023	Completed (G. Sharpe)

**Schulich School of Education Mission Statement, Goals, & Conceptual Frameworks**

In the following section, we have built upon the Mission, Goals, and Conceptual Framework/Model that were developed collaboratively by our faculty in 2017, and to which we remain fully committed. In instances where there has been program or academic changes, we have made appropriate revisions; the Framework/Model have also been updated to include more recent research literature that supports the various pathways and descriptions. We will also present a newly developed, complementary Conceptual Framework/Model that demonstrates perspectives and intentions for Indigenous teacher education.

**Mission**

The mission of the Schulich School of Education is to promote the professional growth of teachers through pre-service, in-service, and graduate programs, and to provide educational leadership and support through consultation and research.

The pre-service program aims to provide teacher candidates with an understanding of the basic philosophical, psychological, and sociological foundations of education; to enable them to use a holistic approach in their teaching; and to introduce them to a rationale for curriculum design through a careful study of the various strands of the individual Ontario Ministry of Education curriculum documents.

The Schulich School of Education is committed to addressing the rich diversity found within our Canadian culture, and to promote a positive and inclusive space for all students, staff, and faculty.

## Goals

The goal of all teacher 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. The Indigenous Teacher Education Program (ITEP) and Teacher of Indigenous Language as a Second Language Program (TILSL) invite indigenous teachers to ground and frame the Ontario elementary school curriculum with traditional values, knowledges, languages, and ways of knowing and learning. 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 based on beliefs about professional practice, perceptions of professional identity, an understanding of professional teacher education, and a need for shared responsibility in learning communities (*OCT Foundations of Professional Practice*).

Finally, the education programs in the Schulich School of Education meet 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. Course Outlines (Appendix 03) and Course Descriptions by Type (Appendix 04) provide detail regarding the extent to which we achieve these goals, all of which is within the oversight of NU's Institutional Quality Assurance Protocol ([here](#)).

## Enhancing the Student Experience

- ITEP and TILSL programs, in particular, create bridges to success for Indigenous students from northern communities, enabling them to seamlessly move back and forth between placement and coursework. The programs also provide supports and resources that enable students to bring their families to the Schulich School of Education while engaged in coursework (these include Day Camps for students, family housing, and social engagements outside of the classroom).
- The *Office of Indigenous Initiatives* ([here](#)) and the office of *Student Development and Services* ([here](#)) are available for all students seeking various forms of academic and social

support, and proactively provide programming to support all members of the campus community as they pursue their educational journey.

- Student Services initiatives (e.g., Campus Safety, Sexual Harassment) are well received by students as reflected in our Number 3 rating in the 2024 edition of the MacLean's University Rankings ([here](#)).
- Unique learning opportunities are provided through elective courses and through self-selected Community Leadership Experiences (CLE) placements. These CLE placements have, in the past, included international trips facilitated by Faculty members. Paused during the COVID pandemic, we are hopeful that these international/domestic CLE trip options will be re-introduced, pending internal approval. Domestic CLE sites have included Fort Albany and Trois Pistoles, Quebec and international CLE sites have included England, Italy, Kenya, France, Ecuador, and Costa Rica (see *Beyond and Within: Living and Teaching in Majority World Countries, 2018*, co-edited by four experienced faculty trip facilitators and featuring essays by 24 participating teacher candidates).
- In addition to the core Bachelor of Education program, teacher candidates are invited to participate in a range of professional learning and community building opportunities outside of the classroom, including field trips, faculty workshops, and presentations by external bodies (e.g., OCT, OTF).
- The Schulich School of Education provides informal recognition for those teacher candidates who participate in many extra- and co-curricular activities as well as formal awards for those who display exemplary teaching practice, achievement, leadership, and community involvement.
- In 2017, a student-elected *Teacher Candidate Advisory Committee* (TCAC) was established at the request of students. Each program and division are represented in TCAC and this committee offers valuable feedback, suggestions, and guidance regarding program decisions and student experience.

### **Enhancing Academic and Research Excellence**

- A Principal of Indigenous Education Programs is employed to recruit faculty and teacher candidates for Indigenous programs, to coordinate the Indigenous Education programs, and to advise students throughout the academic year when they are not onsite at the Schulich School of Education.
- The Schulich School of Education makes every effort to hire and retain faculty who hold doctorates, also recognizing the need for faculty who have broad teaching experience in the field.
- Faculty members are engaged in ongoing professional learning opportunities that include professional and research presentations, student and community workshops, national and international conferences, social networking interest/focus groups, etc.
- Faculty members have diverse research interests as demonstrated in their Curriculum Vitae files (online folder), CV Summary chart (Appendix 05), Faculty Research Narratives (Appendix 06), and Faculty Publications file (Appendix 47). Every effort is made to share research capacities and interests with teacher candidates when relevant to individual courses as evidenced on individual Course Outlines (Appendix 03). In 2020, we asked all Schulich School of Education faculty to provide one recent sample of a published article, as well as any information pertaining to book publications and/or service as a journal editor. All of this information was combined into a large, colourful poster (see image below and link

[here](#) for zoom detail). Copies of this poster have been prominently displayed within our Schulich School of Education spaces and it has been used in recruitment events (e.g., Fall Open House) and is also featured on our Schulich School of Education website ([here](#)).



- The *What Works? Research into Practice* monograph series, co-sponsored by the Ontario Association of Deans of Education and the Ministry of Education, was for many years co-edited by professors in the Schulich School of Education (full archives [here](#)).
- Our practicum and consistent lesson and unit plan templates are grounded in educational research as demonstrated by the *Theory into Practice* section of this document.
- As evidenced by course outlines and instructional resources, faculty keep current with contemporary texts, research, and articles, making these available to students whenever relevant.
- The Schulich School of Education's commitment to technology integration is supported by the Teaching Hub and by the Schulich School of Education Technology Lab (A244A). Instructors are provided with a variety of workshops and can access individual instruction, as requested. Individual professors make use of a range of e-learning and e-teaching technologies and resources as indicated within individual course outlines. These include, but are not restricted to, Learning Management Systems use (e.g., Blackboard Learn Ultra), instructor websites, WebQuests, online software links/activities, classroom sets of tablets/iPads, graphing calculators, Interactive Whiteboards (IWBs) in most Education classrooms, and an Interactive Flat-Panel Display (IFPD) unit purchased in 2022. Most recently, Schulich School of Education Dean's Discretionary Funds have been awarded to Dr. Tim Sibbald for the purchase of STEM-related instructional technologies (e.g., micro:bit computers, robots, environmental and air quality sensors, breadboards, BeeBots, and drones).
- The Harris Learning Library (HLL) includes group and individual study spaces, a treaty room, seminar rooms, and function rooms. The fully automated library offers students

access to almost 180 000 volumes, as well as over 5,000 journals for reference, research, and reading. A wide range of literature is also available on-line and can be accessed from school, home, or during practicum. Library collections are updated on a regular basis by education faculty, often on the recommendation and request of teacher candidates. Particular attention is paid to ensuring a balance of resources, particularly as they pertain to our ITEP and TILSL programs.

- Reviews such as the OCT accreditation cycle, IQAP, and internal program review, enable us to reflect on our programs, discuss strengths and needs with teacher candidates, and make recommendations regarding future program directions.
- Faculty committees regularly discuss program issues and exemplary practices with regard to instruction and assessment of teacher candidates. In the case of our seven Foundational courses, Lead Instructors, each having extensive experience teaching a particular course, were established on a volunteer/service basis to provide communication/support to all instructors teaching that course.
- University expansion is ongoing and reflects needs identified by faculty and students (for example, since our last full accreditation, the university has finished the construction of the long-awaited Nipissing University Student Union (NUSU) Student Centre, a high-tech Simulation Centre (with accessible spaces/tools for shared departmental usage), a Teaching Hub for professional learning resources and events, and an Outdoor Classroom instructional space).
- In order to support enrolment at Nipissing University, the Concurrent program was revised to provide all students, regardless of major, the opportunity to secure simultaneous entry to their undergraduate and Bachelor of Education degree provided that they meet progression requirements ([here](#)). This Professional Years model introduced in 2017 (Concurrent join Consecutive students in Years 5 and 6 study) has proven to be supportive to enrolment growth and positive graduation rates over time (see Appendix 07 data; Appendix 08 OUG Survey response data).

## Community Engagement

- The Schulich School of Education is actively engaged with Indigenous communities within the Nipissing District and has also been affiliated with Omushkego Education (along the western shores of James Bay). Faculty members facilitate professional learning opportunities in the north such as professional development workshops and seminars.
- Faculty members and/or faculty advisors travel to wherever students are engaged in practicum for supervision purposes. We are proud to be partnering with over 50 of the 76 District School Boards for our practicum placements throughout the province of Ontario. We have also begun a new partnership with *Teach For Canada* (TFC), an organization that assists TCs with placement preparation and accommodation facilitation for far-north, reserve-based schools. We also have students placed in several of the School Authorities in Ontario (e.g., Penetanguishene, Moosonee).
- Students and faculty members are actively engaged in local community activities and partnerships as documented in the Faculty CV Summary (Appendix 05), Faculty Research

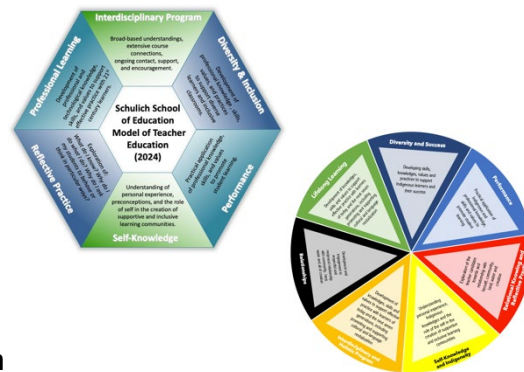


Narratives (Appendix 06), and the NU Strategic Plan Priorities Framework Analysis (Appendix 02).

- The Schulich School of Education also makes great effort to work alongside the community, particularly through service learning centres and Indigenous education programs (e.g., ITEP, TILSL).
- The Teacher Education Advisory Committee (TEAC) and Teacher Education Liaison Committee (TELC) both work with different community stakeholders in order to make recommendations to support continuous review and improvement. TEAC serves an advisory role to the Faculty, whereas TELC is a liaison committee that operates between admin/staff/students and the provincial federations.
- The Nipissing University Indigenous Council of Education (NUICE) functions in a similar capacity, but its ultimately purpose is to make recommendations to support continuous review and improvement specifically for indigenous programming across the university.
- In June of 2016, Nipissing University hired a Research Chair in Indigenous Education (Dr. Cindy Peltier), housed in the Schulich School of Education, to support students, faculty, and staff with the review of courses, programs, and practices related to indigenous students. Many of the ongoing initiatives of Dr. Peltier (research, events) are featured in the NU Strategic Framework Analysis (Appendix 02).
- Individual faculty members participate in Ontario Ministry of Education curriculum reviews; local, national, and international research activities; and Ministry and Faculties of Education Liaison Committee (MFLC) meetings, all of which serve to build the reputation of the SSoE and Nip U.

## Conceptual Frameworks and Models

In what follows, we present two similar yet distinct Conceptual Frameworks/Models, one which was developed for our Consecutive/Concurrent B.Ed. Programs in 2017 and has been updated, and a second, newly developed, which applies specifically to our Indigenous ITEP/TILSL Programs. These complementary models are described at length in terms of their composite pathways and related research-supported pathway descriptions.



Central to a constructivist concept (Dewey, 1969), we accept that there is no one way of becoming or being a teacher, and that the developing teacher does and will always remain an active learner, constructing knowledge, skills, and values from the complex interaction of theory, practice, context, and awareness of self. We recognize the

**necessity to educate teachers for the 21<sup>st</sup> century in ways that do not prescribe fixed directions or firm positions. We ensure that our program meets not only the needs of teacher candidates, but also academic, professional, and political contexts that influence education practices. We acknowledge that teachers of today need to be proactive as well as responsive, professional, and lifelong learners with broad understandings of education, both formal and informal.**

**We recognize that the process of teaching is complex, involving artistic and intuitive processes within situations of uncertainty, uniqueness, and conflicting values (Aoki, 1990a; Gilligan, 1993; Giroux, 1995; Gitlin, 1995; Grumet, 1995; hooks, 1989; Schön, 1983). Teaching in the past and present is, and has been, conceived of as:**

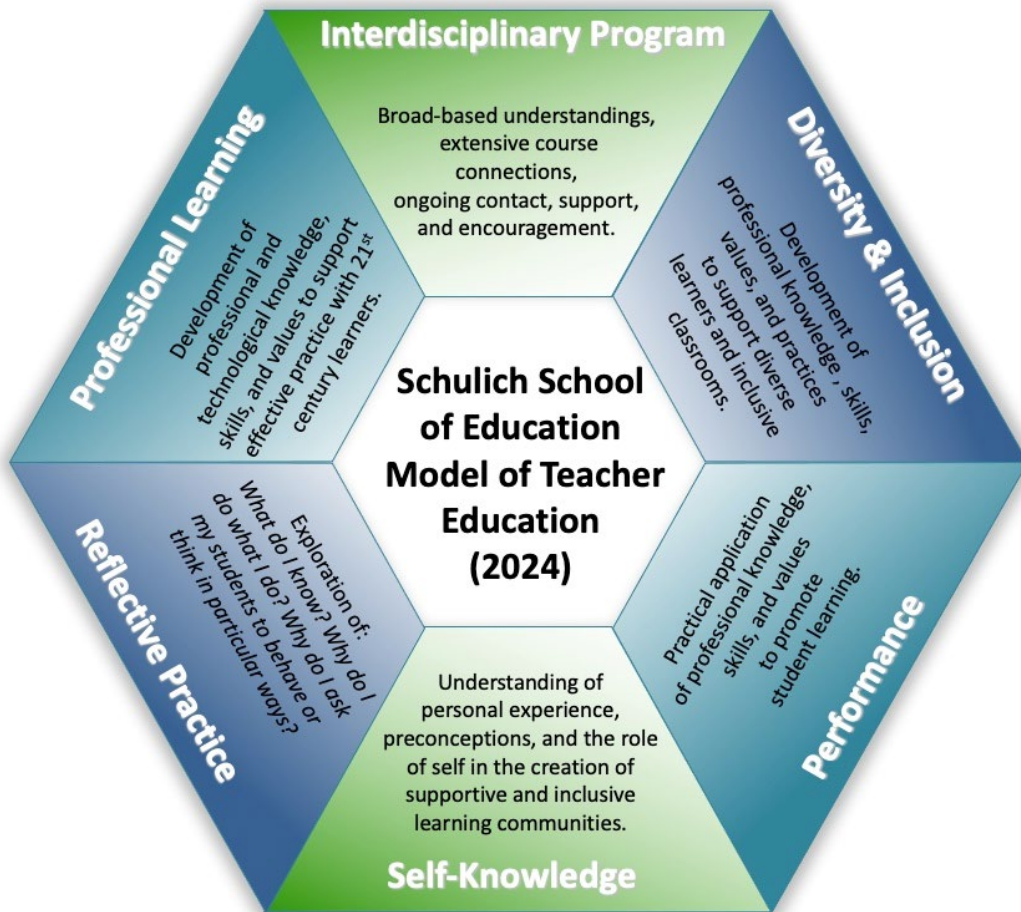
- a science (Dewey, 1969; Thorndike, 1912);
- a subversive activity (hooks, 1994; Postman & Weingartner, 1969);
- a moral craft (Greene, 1928; Palmer, 1998; Tom, 1997; 1984);
- an art (Banner & Cannon 1997; Greene, 1978) or “artistry” (Rubin, 1985);
- community property (Shulman, 1993);
- performance (Brent, 2001);
- persuasion (Murphy, 2001);
- design (Duffy & Jonassen, 2013; Hunter & Russell, 1981); and
- transformation (Miller, 1999; 1996).

The Schulich School of Education recognizes the complex juxtaposition of theory, practice, and self, nested within socio-cultural and socio-political understandings, in mutually reciprocating relationships. We recognize and validate teacher candidates’ tacit and preconceived knowledge in teacher development (Benevides & Stagg-Peterson, 2010; Britzman, 2003; Freire, 1970; Kose & Lim, 2010; Kratka, 2015; Parr & Campbell, 2012; Warren-Lee, 2017). We accept the importance of reflective practice (Benade, 2015; Palmer, 2000; Schön, 1987; 1983; Wideman, 1995; Zeichner & Liston, 2013) and action research (Dadds, 1995; Delong, Black, & Wideman, 2005; Hannay, Wideman, & Seller, 2007; McGlenn-Manfra, 2019; McNiff, Lomax & Whitehead, 1996; Stringer, 1999). We recognize that the complex interaction of theory, practice, socio-cultural, socio-political, and self-understanding is a centering process (Tremmel, 1993). Through various learning opportunities (i.e., in-class, practicum, and professional learning), we invite students to become increasingly aware of their own practice through a multi-dimensional and multi-contextual lens.

Our two conceptual frameworks, described below, provide faculty with a visual reminder of our shared commitments as we seek to create experiences for all teacher candidates, regardless of program, that are multi-dimensional and founded upon credible principles regardless of the delivery method or mode. Infusing the *Standards of Practice* and *Ethical Standards for the Teaching Profession* into the program has been a conscious focus for the Faculty. Members of the Schulich School of Education strive for the program that most effectively prepares professional teachers for self-directed lifelong learning, addresses the needs of learners, and fosters an enriched school environment.

## A. Schulich School of Education Teacher Education Conceptual Framework and Model

The *Schulich School of Education Model of Teacher Education* is characterized by six pathways that are conceived as entrances, or means of gaining access to learning opportunities that enhance teacher candidates' knowledge, skills, and values.



### Pathway 1: Interdisciplinary Program

*Broad-based understandings, extensive course connections, ongoing contact, support, and encouragement*

**Principle 1:** While professional teacher candidates may have unique skills, talents, and knowledge that they bring to their education, they are fundamentally preparing to be teachers of learners and therefore, require a broad-based understanding of their future practice.

To be an effective teacher, there must be an understanding of individual learners and their unique strengths and needs. Central to Principle One are the following beliefs about the learner and learning (Ontario Ministry of Education and Training, *Learning for All*, 2013, p. 1):

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports all students.
- Fairness is not sameness.

(based on beliefs initially articulated in *Education for All*, 2005)

The significance of the learner is one of the central forces at the faculty. Our primary goals include achieving excellence, ensuring equity, and promoting well-being. We recognize the need to offer learners a range of tools and opportunities (inside and outside of school) needed to reach their full potential, regardless of individual circumstances; we also embrace diversity and facilitate learning environments where everyone can succeed in a culture of high expectations, and where everyone sees themselves reflected in their learning (Ontario Ministry of Education and Training, *Achieving Excellence: A Renewed Vision for Education in Ontario*).

Children and students who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to reach their full potential in the future. Their sense of well-being supports their learning because it makes them more resilient and better able to overcome challenges. . . . Developing child and student well-being means supporting the whole child – not only the child's academic achievement but also his or her cognitive, emotional, social and physical well-being. (Ontario Ministry of Education and Training, *Achieving Excellence: A Renewed Vision for Education in Ontario*, p. 14)

The importance of the learner is evident in the daily lesson planning and preparation of pre-service candidates which includes the following processes: pre-assessment of learners' strengths, needs, interests, and learning experiences prior to instruction; the use of learning theories and strategies that optimize learning (e.g., learning styles, multiple intelligences, multi-modal learning, constructivist theories, cross-curricular literacy and numeracy strategies); and assessment practices that are relevant, meaningful, and authentic.

As indicated in *The Ontario Curriculum*, teacher candidates come to understand that:

[They] are responsible for developing a range of instructional strategies based on sound learning theory. They need to address different student needs and bring enthusiasm and a variety of teaching approaches to the classroom. Good teachers know that they must persevere and make every reasonable attempt to ensure sound learning for every student (Ontario Ministry of Education and Training, *The Ontario Curriculum: Language, Grades 1-8* 1997, p. 4).

In all programs, but particularly the TILSL program, this means recognizing that “language and culture are intimately related. Language is the primary means through which culture is transmitted from one generation to the next.” (Hebert, 2000, p. 62). Indigenous programs will place significant emphasis on embedding cultural practices, traditions, and worldviews and considering specific learning styles and strategies related to the education of Indigenous children.

**Principle 2:** There are extensive connections among the courses and the faculty charged with their delivery.

Professional programs, because they are dealing with more than a discipline focus, have a strong need for internal connections. Members of the Schulich School of Education are cognizant of the dangers of isolation and atomism. To avoid these, our program structure facilitates collegial interaction. Decisions made in the Schulich School of Education that involve curriculum (e.g., new courses) or policy changes (e.g., B.Ed. Attendance Policy), move through multiple levels of discussion and debate prior to adoption—B.Ed. Program meetings; Academic Regulations and Curriculum Committee (ARCC); Education and Professional Studies (EPS) Faculty Executive; Academic Curriculum Committee (ACC) or Academic Quality Assurance and Planning Committee (AQAPC), depending on the nature of the item; and then Senate. This approach ensures group ownership of decisions related to program, which ultimately leads to better implementation. Through open dialogue, a cohesive focus is maintained in terms of program direction and its resultant impact on teacher candidates.

In addition, teacher candidates are involved in decisions related to ongoing program improvement. Student feedback about the program is sought formally through surveys and informally through discussions with the Associate Dean, the Principal of Indigenous Education Programs, and individual faculty members. Student issues and concerns are often addressed at the academic unit (SSoE) and faculty levels. Student perceptions are considered important and have often resulted in changes, individually and at the program level (e.g., in response to student feedback, a *Teacher Candidate Advisory Council* (TCAC) was established, annual elections for these positions have been facilitated, and representatives have been invited to take part in our bi-monthly B.Ed. Program Meetings).

**Principle 3:** Teacher candidates need ongoing contact, encouragement, and support on their journey towards professional teacher.

Students seek support for a variety of reasons (e.g., program advisement, personal counselling, coping with rigours of the program) from many sources including individual faculty members, the

Education and Professional Studies (EPS) Office, the Associate Dean, the Office of Student Development and Services, and the Office of Indigenous Initiatives. Faculty advisors are assigned to support practicum supervision and assessment processes in diverse contexts, recognizing the need to support the “experiences of new teachers as they attempt to support their students’ cultural, linguistic, and learning needs, particularly those in Indigenous settings (Cherubini, 2008). In the summer programs in particular (ITEP and TILSL), teacher candidates are provided with supports that reflect their unique characteristics: childcare, summer camps, and faculty housing are provided onsite at the Schulich School of Education, as well as resources and experiences that support holistic development (more information [here](#)).

## **Pathway 2: Diversity and Inclusion**

*Development of professional knowledge, skills, values, and practice to support diverse learners and inclusive classrooms*

Central to discussions of schooling as a moral enterprise (Greene, 1978) are concepts of power and empowerment within relationships among the various constituents involved in the schooling and education of children, adolescents, and young adults, including students, teachers, administrators, parents, and the broader social and political communities. External and structural dimensions of privilege are examined through critical theories that help us understand issues related to gender, race, social class, ability, sexual orientation, and intersectionality (Acker, 2006; Banks & Banks, 2019; Cochran-Smith, 2004; Crenshaw, 1995; Darder & Torres, 2003; Dei, 2018; Giroux & Bosio, 2021; hooks, 2000; James, 2021; McIntosh, 2011; Milner, 2021; Sue, 2010; Thorne, 2002).

Questions are posed to teacher candidates to assist them in engaging in a critical examination of society’s, and their own, assumptions and beliefs. Questions focus on unpacking and understanding internal and attitudinal dimensions of privilege (Sensöy & DiAngelo, 2017). As clearly articulated by Liston and Zeichner (1991, p. 82), “The goal is for [teacher candidates] to gain some sense of what their beliefs are, to examine their degree of accuracy and justifiability, to consider alternatives, and to gain a sense and appreciation of their own and others’ implicit and explicit social views.”

In addition to issues of race, class, and gender, members of the Schulich School of Education believe that all too often diversity is approached through a “tourist curriculum” (Mullard, 1982; Lewis, 2001; Grant & Sleeter, 2008), focusing on the overt and easily assimilated aspects of culture including stories, food, clothing, and music. We offer a required three-credit, foundational course in *Diversity and Inclusion*. Through a redefinition of diversity, one that examines the social, historical, political, and legal relationships that inform schooling (Ebgo, 2009; Nieto, 2003; Sleeter & Owuor, 2011; Villegas & Lucas, 2007), we attempt to avoid the superficial use and interpretation of teaching to the issues of diversity (James, 2005; Milner, 2003). As well, critical literacy approaches allow teacher candidates to explore diversity and global citizenship through multiple perspectives, examining current issues and past policies. Further, we recognize the historical and societal implications of Canada’s relationships with its First Nation, Métis, and Inuit peoples. Students explore the ways in which we are all treaty people and the ways in which we can work to decolonize education (Battiste, 2017). In this context, teacher

candidates explore the effects of Indigenous-settler relationships (e.g., residential schools) on language and cultural loss and its re-acquisition and strengthening among Indigenous individuals, groups, and communities. With this understanding, the program addresses the needs identified by various Indigenous groups and the Truth and Reconciliation Commission, and also targets the hegemonies within past and current educational systems, focusing on strengthening the connections between language and culture (Haig-Brown, 1988; Vetter et al., 2014). The Schulich School of Education looks for ways to continually strengthen diversity amongst students, staff, and faculty within the curriculum.

In order to ensure that teacher candidates explore issues of diversity related to disability, exceptionality, or accessibility, the teacher education program features a required three-credit, Foundation course in *Special Needs of Students*. In this course, candidates learn about typical and atypical development in children and youth. The philosophy of special education adopted by the Schulich School of Education is that of inclusion. Teacher candidates develop awareness that students with special needs have the potential to live meaningful, self-sufficient lives and to contribute to their communities and society in general. They also learn that students with high intellectual potential need appropriate opportunities to learn in inclusive settings. Teacher candidates are given basic skills in accommodating the special learning needs of exceptional students to build their personal confidence as teachers of students with special needs.

In all courses, but particularly *Legal and Social Foundations of Education*, teacher candidates are asked to engage in critical analysis and discussion of the context of their local and wider communities for sociological, philosophical, historical, and legal elements that inform their work with children, adolescents, and young adults. Critical thinking in this course encourages teacher candidates to focus on power imbalances that exist within society, communities, and schools and engages them to work with and propose alternative ways of approaching these imbalances. Moreover, detailed examination of the OCT Professional Advisories and Standards of Practice also informs important discussions around professionalism for teacher candidates. Further, through a consideration of Canada's constitutional and human rights documents (i.e., the *Canada Act*, and the *Charter of Rights and Freedoms*), provincial education statutes (i.e., the *Education Act*), and case law regarding educational practice, teacher candidates are provided with a clear and concise overview of the legal frameworks governing their role in the classroom (Aladejebi, 2021; Brown et al., 2019; Christou, 2023; Cuban, 2001; Davis et al., 2016; Darling-Hammond & Bransford, 2012; Delaney, 2022; Edmunds et al. 2014; Furlong & Lawn, 2010; Gidney & Millar, 2012; Hasinoff & Mandzuk, 2015; Kitchen & Bellini, 2023; Kitchen & Dean, 2010; Kutsyuruba et al., 2019; McCulloch & Richardson, 2000; Munoz, 2023; Young et al., 2017).

### **Pathway 3: Performance**

*Practical application of professional knowledge, skills, and values to promote student learning*

### **Performance in Courses at the Schulich School of Education**

Course instructors continually make connections between the theoretical and the practical, understanding that good theory informs practice, and that good practice informs and shows evidence of sound theory. Teacher candidates' understanding of the learning process continues to expand through their experiences in classrooms as learners and helps to form the basis of their practice (Altan & Lane, 2018; Britzman, 2003; Clandinin, 1991; Connelly & Clandinin, 1995; D'Intino & Wang, 2021; Knowles et al., 1994; Oloo & Karimba, 2019; Ross et al., 1992; Saharuddin et al., 2020).

Through in-course presentation and assignment work, teacher candidates have opportunities to explore, test, and revise strategies through coursework that they can in turn implement in the classroom. Performance standards for individual courses are documented on course outlines. Faculty members model a range of assessment and evaluation strategies, thus helping teacher candidates make the connection between what happens through coursework and what happens on practicum. This provides teacher candidates with an opportunity to learn through and about various strategies in practical and experiential ways.

### **Performance in Practicum**

The heart of the teacher education program is the interaction of professional/practical attitudes, knowledge, and skill combined with self-knowledge; Associate Teachers and students are provided with detailed information to support students as they move between onsite courses at the faculty and practicum placement in the schools. Practicum and Community Leadership Experience (CLE) information is provided online.

The aim of the Schulich School of Education during observation and practice teaching sessions is to provide all teacher candidates with placements appropriate to their divisions and their teachable areas. For example, it is the goal to provide Primary/Junior candidates with a Primary Division placement and Junior Division placement and to provide Intermediate/Senior candidates a placement within their teachable electives. The ITEP Program ensures that teachers have placements in all divisions.

### **Pathway 4: Self-Knowledge**

*Understanding of personal experience, preconceptions, and the role of self in the creation of supportive and inclusive learning communities*

Self-knowledge is a strong feature of our program. Personal knowledge, developed through a metacognitive awareness of one's life experiences and interpreted through a perceptual lens created by society and culture, forms a basis for the development of professional knowledge (Beauchamp, 2015; Bourdieu, 1990; Bourdieu & Patterson, 1977; Palmer, 1998; Sullivan, 1990).

A teacher candidate, situated in the classroom for the first time in the role of 'teacher' becomes, in effect, a stranger in a familiar land. Past classroom experiences as students, visitors, or teacher assistants frame this new context. While some of these previous experiences have resulted in the creation of understandings that can change, others are more resistant to change.



Resistance to changing one's preconceptions often leads to the adoption of a position of "expert" concerning events and others' behaviours about which the individual may have little knowledge (Cho, 2014; Dion, 2002; Giroux, 2003; Kelly, 1955; Tversky & Kahneman, 1974). Failure to examine preconceptions of learning and teaching may hinder or inhibit the developing of alternative ways of teaching children, especially children who by virtue of class, race, or ability, may be very different than the teacher candidates themselves (Clandinin & Connelly, 1995; Connelly & Clandinin, 1988; Knowles et al, 1994; Liston & Zeichner, 1991).

Preconceptions based on unexamined personal experience may formulate implicit theories about learning and teaching that create obstacles to further learning about roles and functions of professional teachers. Should teacher candidates become dependent upon their own past experience without present day reflection through the multiple lenses we employ, there is a danger of not developing alternative possibilities or recognizing new opportunities and of perpetuating 'common sense' notions about learning and teaching (Beck, 2015; Boomer, 1993; Gardner & Boix-Mansilla, 1994; Kosnick, 2015).

Within the program, teacher candidates are encouraged to assess their pre-conceived notions about learning and teaching, in light of the professional and practical opportunities for learning. Many of the professional/practical theories and understandings presented by course instructors, faculty advisors, and mentor teachers challenge and confront tacit and preconceived 'common sense' knowledge held by candidates. With sensitivity, the developing teacher candidate is invited to engage in this process of inquiry as an essential partner. When such an invitation is extended to teacher candidates, there occurs the opportunity not only for the examination and assessment of pre-existing personal knowledge about learning and teaching but also for the development of professional/practical knowledge within a frame of guided experience (Clandinin, 1990, 1987, 1986; Connelly & Clandinin, 1982; Levin, 2006; Lieberman, 1986; Schön, 1987; Sergiovanni, 1985; Smyth, 1987; Wideen & Andrews, 1987). In essence, this process leads to the development of reflective practice (Benade, 2015; Darling-Hammond & Sykes, 1999; Day et al., 2021; Erickson & MacKinnon, 1991; Hannay, 1994; Maynes & Hatt, 2015; Williams, 2020).

### **Pathway 5: Reflective Practice**

*Exploration of: What do I know? Why do I do what I do? Why do I ask my students to behave or think in particular ways?*

What constitutes a teacher education program created on the principles of reflective practice? Within Nipissing's program, teacher candidates encounter three primary questions, "How do I know what I know? Why do I do what I do? Why do I ask my students to behave or think in particular ways?" These questions assist the developing reflective teacher in understanding the complexity of the teaching/learning environment, while extending beyond the current reality to reassess the importance of learning (Smyth, 1987). These questions are posed within the practicum context and augmented with a reflection on how things might be done differently (Beauchamp, 2015; Benade, 2015; Day et al., 2021; Wideman, 2002; Williams, 2020).

By engaging candidates in reflective practice and encouraging them to use data in their decision making, during their pre-service program, it is expected that they will continue to pose these questions in their professional practice, thus fostering a growth mindset to guide their own professional development as well as that of their students (Dweck, 2006). Nipissing's fundamental aim is to prepare professional teachers for a rapidly and ever-changing environment, one that is challenged by social, political, and cultural forces beyond their control but, with which, they must continue to provide the best possible learning for the students within their classrooms.

### **Pathway 6: Professional Learning**

*Development of professional and technological knowledge, skills, and values to support effective practice with 21<sup>st</sup> century learners*

Throughout the program, teacher candidates develop an understanding of the continuous flux of change that characterizes education. They are introduced to contemporary research, new documents as they are released, and cutting-edge strategies. They are taught how and where to find information, and they are provided with many extracurricular opportunities to develop a culture of professional learning. Teacher candidates, particularly those in the Indigenous programs who are on campus during the summer months, are offered workshops with Elders and other traditional knowledge keepers to develop and foster ongoing traditional learning and its relations with professional learning. For students enrolled in the Indigenous Education Programs, workshops with knowledge keepers are specifically scheduled during the summer session. Examples of these sessions include holistic healing practices and traditional medicines, water teachings, as well as creating medicine bundles from traditional materials. Indigenous Education students also participated in traditional pipe ceremony led by a community Elder. Other Indigenous events are made available to all Faculty members and teacher candidates, for example, the *Polishing the Chain through Indigenous Education: Looking at Our Past, Present and Future* event ([here](#)) that was specifically education-focused and which also related to the *Witness Blanket* display.

### **Professional Development Days**

Teacher candidates grow to understand that professional development will not only be experienced in a variety of ways within the 2-year program, but will continue to form a significant part of their ongoing professional journey as a practicing teacher (Avidov-Ungar, 2023; Perry & Booth, 2024; Postholm & Boylan, 2018; Korsager et al., 2022; Richter et al., 2019). Teacher candidates are provided with opportunities to attend special, onsite presentations hosted by the Ontario Teachers' Federation (OTF) and its affiliate organization members (e.g., Ontario Secondary School Teachers' Federation (OSSTF), Elementary Teachers Federation of Ontario (ETFO)), and by the Ontario College of Teachers (OCT).

### **Professional Development and Volunteer/Employment Opportunities Portal**

Teacher candidates are provided access to our *Professional Development and Volunteer/Employment Opportunities* Portal which is housed within our Blackboard Ultra

Learning Management System (LMS). Teacher candidates are continually made aware of upcoming conferences (e.g., annual NU Research Conference), workshops (e.g., *Supply Teaching and Beyond*, Corrente, 2023; *Earth Day Book Talk with Adam Shoalts*, Canadian Ecology Centre, Steer), fieldtrips (e.g., *Sudbury Science North*, Scott/Steele; *Mining Matters, Sudbury*, Steer, 2023), seminars/webinars, and volunteer/employment opportunities (e.g., summer camps, local organizations, school board hiring, international) through this central site.

## Education Career Fair

The annual Education Career Fair (planned for Friday February 2, 2024) is an onsite event in which approximately 35-40 organizations are represented at tables within an open gymnasium space. Teacher candidates are free to browse the various displays and to interact with representatives from a wide range of provincial, Canadian, and international representatives. In the afternoon, interviews can be scheduled with potential employers and often our teacher candidates are hired at these meetings.

## Digital Technologies

Digital/adaptive/generative technologies will never take the place of effective teachers who employ a wide array of teaching strategies. However, the spectrum of learning styles and abilities displayed by students creates an environment that requires diversity and differentiation in classroom practices. Teaching and learning activities can be enhanced when educators integrate technology into the classroom environment (Prensky, 2001). Twenty-first century students (“millennials”) respond positively to technology integration as it represents a significant element embedded within the fabric of their everyday lives. Used in meaningful and relevant ways, technology integration can connect with a variety of learning styles to add another dimension to the classroom experience. We ensure that our education graduates are technology-literate, innovative, and creative thinkers (Moursund, & Bielefeldt, 1999). Generative AI (artificial intelligence) is fast becoming a part of every sector of modern society, including education and, by extension, teacher education. Instructors in our programs have been made aware of this powerful, new software and related recommendations for teaching via the creation and sharing of a *Generative AI Guide for Instructors* ([here](#), and as Appendix 51) document produced by our Teaching Hub faculty and staff. They have also produced a similar *Generative AI Guide for Students* ([here](#), and as Appendix 52) for our students. Faculty are in the process of beginning to understand the affordances and limitations of AI, and some faculty are currently introducing AI into their classroom discussions and assignments (see, for example, Dr. Benevides’ *Science, P/J* (EDUC 4767) assignment “Critical Analysis of an A.I.-generated Science Lesson” wherein students use ChatGPT and Bing).

Embedded into both on-campus coursework and off-campus practice teaching activities, teacher candidates enjoy many opportunities to develop capacities and confidence with laptop

computers; various web-based “cloud computing tools” and learning management systems they will encounter in the school system (e.g., Google Docs/Drive/Classroom; MS365/Drive; Blackboard; Desire2Learn; Edsby); personal response systems and interactive websites (e.g., Canva, VennGage, Pinterest, Padlet, Kahoot, Mentimeter, Flip, Quizziz); productivity software for newsletters, brochures, and posters; the use of smart phones, cameras, and video games in the classroom; and social networking communication apps.

The Open Education Resource Development Teaching Chair hosts drop-in and as-needed sessions to support faculty in finding and selecting meaningful, relevant, and reliable resources. Nipissing University’s permanent LibGuide website for Open Education Resources ([here](#)) was updated and made more user-friendly for both faculty and staff. As well, during Open Education Resource Week, a faculty challenge was offered to deepen awareness of the scope, purpose, and utility of Open Education Resources and how to enhance course delivery through their use. Finally, the Teaching Chair, Dr. Michelann Parr, produced a course to be used as an open model for multiple sections of the same course (in this case, *Inclusive and Proactive Classroom Management* (EDUC 4762), see Course Outlines).

In addition to coursework (see for example, Dr. Benevides’ *Science and Technology, P/J* (EDUC 4767) course wherein teacher candidates analyze/critique an AI-generated lesson plan), discussions surrounding the use of digital tools/resources and digital literacy also take place through special workshops regularly offered by The Teaching Hub that are available to both faculty and students. A sample of these recent workshops include the following:

- An Introduction to Blackboard Collaborate
- Introduction to Open Educational Resources (OERs)
- Creating Instructional Videos with PowerPoint
- Introduction to Universal Design for Learning
- Introduction to Padlet
- Reflective Teaching and Evaluation
- Ed Tech Tools
- Designing Quality Tech-Enabled Learning Experiences

### **Schulich School of Education Technology Lab**

Newly situated in room A224A, the Schulich School of Education Technology Lab is a dedicated space for teacher candidates to explore student-oriented technologies such as robotics, coding, and 3-D printing, in relation to strengthening and enhancing the delivery of Ontario Curriculum expectations. With the assistance of Peer Technology Facilitators, the Technology Lab offers drop-in office hours in addition to Peer Technology Facilitators preparing and delivering specific workshops designed to introduce various technologies to Bachelor of Education teacher candidates. The Schulich School of Education’s Technology Lab is supported by funding from Actua, a national non-profit organization dedicated to promoting STEM programming across Canada.

### ***B.Ed. Programs’ Congruence with the Foundations of Professional Practice***

The *Foundations of Professional Practice* and *Ethical Standards* are integrated throughout our B.Ed. programs. Standards can be, however, explicitly linked to individual pathways as

presented in the summary chart below. The *Ethical Standards* of care, respect, trust, and integrity are infused across each of the Conceptual Framework model pathways. Members of the Schulich School of Education use the *OCT Standards of Practice for the Teaching Profession* and *Ethical Standards* as a framework to assess the program and ensure its consistency with the *Foundations of Professional Practice*.

OCT STANDARD OF PRACTICE FOR THE TEACHING PROFESSION	SSoE MODEL OF TEACHER EDUCATION
<b>Standard 1:</b> Commitment to Students and Student Learning	<b>Pathway 1: Interdisciplinary Program</b> Broad-based understandings; extensive course connections; and ongoing contact, support, and encouragement.
<b>Standard 2:</b> Professional Knowledge	<b>Pathway 2: Diversity and Inclusion</b> Development of professional knowledge, skills, values, and practices to support diverse learners.
<b>Standard 3:</b> Professional Practice	<b>Pathway 3: Performance</b> Practical application of professional knowledge, skills, and values to promote student learning  <b>Pathway 5: Reflective Practice</b> Exploration of: <i>What do I know? Why do I do what I do? Why do I ask my students to behave or think in particular ways?</i>
<b>Standard 4:</b> Leadership in Learning Communities	<b>Pathway 4: Self-Knowledge</b> Understanding of personal experience, preconceptions, and self in the creation of supportive and inclusive learning communities
<b>Standard 5:</b> Ongoing Professional Learning	<b>Pathway 6: Professional Learning</b> Development of professional and technological knowledge, skills, and values to promote student learning

## B. SSoE Indigenous Teacher Education Conceptual Framework and Model

The Schulich School of Education Indigenous Teacher Education Model is comprised of seven pathways that are independent as well as interconnected and relational with each other. These current pathways describe the underlying purposes and roles of Indigenous teachers to support and integrate Indigenous systems of knowing and learning for Indigenous children, classrooms, schools, and communities.



\* The conceptual framework for the Indigenous Education Programs was developed by full and part-time Indigenous faculty, representing different Indigenous communities and cultures. Currently, Nipissing University's Indigenous Council on Education (NUICE) is also reviewing the conceptual framework.

#### **Pathway: Self-Knowledge and Indigeneity**

The exploration of Indigenous identity is an important part of the educational experience for Indigenous teacher candidates (Battiste & Henderson, 2000). They are to assist Indigenous students in the exploration of “the primary questions of who they are, where they live, and how they are to be enriched by learning” (p. 95). Indigenous teacher candidates enter the teacher education program with varying understandings of their individual cultural heritages, practices, and knowledges. The Indigenous teacher candidates are invited to explore questions of their identity through a holistic perspective (Cherubini et al., 2010). Their responsibility as teacher candidates is to embrace the Indigenous knowledge systems where they live and work, especially if they are guests of that territory. In addition to examining their own self-location, they must work with students from a holistic perspective encompassing the following domains.

- **Intellectual:** Indigenous teacher candidates explore and engage with knowledge systems and knowledge transmission as expressed through traditional languages, practices, and ceremonies of the community.
- **Physical:** Indigenous teacher candidates take on agency and responsibility to strengthen and improve the educational environments of their students and community schools. This responsibility should extend to infusing community traditional languages, practices, and ceremonies through engagement with Elders and knowledge holders.
- **Emotional:** Indigenous teacher candidates explore their role to support the emotional well-being of their students and the development of strong relationships with parents, extended families, Elders, and other community members. This includes establishing awareness of their own emotional wellness and seeking the self-care required from a holistic perspective.
- **Spiritual:** An educational journey can become a healing journey, opening teacher candidates to re-establish relationships with land and its teachings, addressing the colonial impacts of education for Indigenous peoples in Canada. This can be accomplished through engagement with community knowledge systems, languages, practices, and ceremonies.

The journey of exploring an Indigenous teacher identity leads to the development of “an Indigenous ‘heart and mind’ where the teacher candidates build upon their Aboriginal knowledges and maintain pride in their Indigeneity” (Archibald, 2008, p. 92). Personal connections to one’s Indigeneity then shape the role of being a teacher, which are “continually reconstructed through the historical, cultural, sociological and psychological influences that shape the meaning of being a teacher” (Day et al., 2006, p. 607).

In multiple courses, Indigenous teacher candidates are asked to reflect on personal experiences and their connections with cultural traditions, languages, and practices and how their Indigenous identity will inform and center their role as an Indigenous teacher. For example, Indigenous teacher candidates explore and integrate their Indigeneity through research article summaries and connections to their respective cultural backgrounds and community connections. An Elder leads teacher candidates in Sharing Circles, focusing conversations and discussions related to their role as teachers in Indigenous communities and schools. In course work, teacher candidates are asked to explore their personal philosophy of teaching and learning, drawing upon personal experiences and their connection to cultural heritage to inform their educational goals and intentions.

#### **Pathway: Relational Knowing and Reflective Practice**

Indigenous relationality is based on the understanding that we are in relationship with all things in our environment (Little Bear, 2000), which places an individual within a network of supportive relationships, based on mutual respect, harmony, and care. Building from an “Indigenous ethics of care”, (MacGill, 2010; MacGill & Blanch, 2013), the Indigenous teacher candidates explore how to create learning environments that treat students as relational beings, supporting each student with respect, mutual responsiveness, and a willingness to respond to student needs (Owens & Ennis, 2012). The development of strong relationships between student and teacher creates a community of learning, a reciprocal relationship that nurtures and strengthens the individual and community (Stiegelbauer, 1992). The commitment to care and respect are essential components of the OCT’s Ethical Standards for the Teaching Profession, which teacher candidates reflect upon in their course work, practicum requirements and other responsibilities external to the classroom and school.

The Indigenous Education Programs model an Indigenous ethics of care through the creation and maintenance of culturally safe spaces from which teacher candidates can engage with faculty, staff, and peers. The Student Success Coordinator works one-on-one with teacher candidates to provide resources, tools, and wrap-around support to address structural barriers to their success in the program. The Office of Indigenous Initiatives opens its sacred space for one-on-one sessions with an Elder, allowing for the use of traditional medicines and ceremonies to support teacher candidates during challenging times. Children of teacher candidates are supported through the delivery of on-campus educational and engaging activities and events, bringing the teacher candidates' family into the relational circle of support. Instructors begin their classes with Sharing Circles, building supportive personal and professional relationships between and amongst instructors and teacher candidates.

Indigenous teacher candidates are encouraged to engage in a reflective practice by exploring these questions, "What do I know?", "Why do I do what I do?" and "How can I relate to all my relations?" This reflective practice asks the Indigenous teacher candidate to be mindful of who he is in relation to his students and their families, and with the school and larger community. This reflection assists the Indigenous teacher candidate to understand the complexity and the reciprocity with the relationships that exist in the learning environment and community, supporting educational and cultural endeavours for the success of students.

#### **Pathway: Performance**

A foundational element of a high quality First Nations education system is the presence of teachers and educators who understand First Nation history, culture, intellectual traditions, and language. They must also comprehend First Nations relationships with the land and creation. Teachers in a First Nations education system will be required to deliver a curriculum that honours the gifts of each First Nations student. They will facilitate in each student the knowledge, the wisdom and the longing for learning thereby taking them on the "road to knowledge – which is eternal" (Anderson et al., 2005, p. 2).

To counter the colonizing focus of Euro-western education that has dominated the cognitive landscape of public education systems (Battiste, 2013), our Indigenous teacher candidates are challenged to explore, learn, and immerse themselves in their community's cultural practices, worldviews, languages, and ways of being. Indigenous teacher candidates learn to build educational experiences from Indigenous ways of knowing and learning (Goulet & McLeod, 2002), understanding "not just the mental and physical, but also the incorporation of the spiritual and emotional domain[s] in the learning experience" (p. 364). Through the course objectives and activities of the course "Exploring Indigenous Pedagogies", the teacher candidates engage in hands-on, land-based activities and assignments, co-facilitated between course instructors and knowledge holders, holding to the premise that "Knowledge must be lived and is a verb" (Brayboy & Maughan, 2009, p. 12). In other subject methodology courses, teacher candidates apply Indigenous ways of knowing and learning to deliver provincial curricular expectations. Course instructors start from the cultural knowledge of the individual teacher candidate, allowing the teacher candidates to reflect on the integration of cultural content and pedagogies into curriculum delivery (Oshkineegish, 2019). The centering of cultural knowledges with the integration of Ontario curriculum expectations demonstrates the advantage of not having to exclude one world of knowledge at the expense of the other (Curwen Doige, 2003). Using a "Two-Eyed Seeing" approach to bridging curriculum expectations and Indigenous knowledges (Marshall, 2017), the Indigenous teacher candidates identify the strengths of each knowledge system, bringing the best of both perspectives into the student learning experience.



During practicum sessions, the Indigenous teacher candidates explore and engage with community and cultural resources to bring cultural and linguistic knowledge directly into the learning experiences of the students. The practicum is a central and essential component of the teacher candidates' journey through the program(s). The development and practice of both Indigenous and non-Indigenous pedagogies in all applicable divisions, such as the primary and junior divisions for ITEP candidates ensures that all teacher candidates have placements in their required divisions. Teacher candidates in the Teacher of Indigenous Language as a Second Language Program receive placements in all divisions, bridging pedagogies and ways of knowing and learning from the youngest to the oldest students in the K-12 education system. The Teacher of Indigenous Language as a Second Language Program is purposefully designed to support the revitalization of traditional languages, using strategies and pedagogies that are socially, culturally, and linguistically responsive [SCLR] (Lee, 2015). The development of language fluency assists in the understanding of Indigenous knowledge, as the knowledge is contextually embedded in the language (Battiste, 1998). The incorporation of SCLR education, in partnership with community language speakers and knowledge keepers, creates a learning environment that is community-oriented and student-centred, emphasizing the strengths and advantages of engaging with community language resources in the delivery of language classes in community schools.

#### **Pathway: Lifelong Learning**

Indigenous teacher candidates are essential role models for young students (Duquette, 2007), individuals who exemplify the pursuit of learning at any stage of life. The pursuit of learning throughout one's life is rooted in traditional Indigenous conceptions of how learning occurs and evolves through one's life. It is a holistic process to "...develop the skills, knowledge, values and wisdom needed to honour and protect the natural world and ensure the long-term sustainability of life" (CCL, 2007, p. 18). Throughout the program, the teacher candidates are reminded of their professional responsibilities to strengthen, broaden, and improve their pedagogical and professional skills, while fulfilling the OCT's Standards of Practice for the Teaching Profession, specifically towards professional knowledge, practice, and ongoing professional and community Indigenous knowledge learning.

The Indigenous teacher candidates develops the commitment to promoting and supporting opportunities for cultural learning and language revitalization. The lifelong learning of an Indigenous teacher or student encompasses the revitalization and celebration of cultural practices and worldviews to support the overall achievements of the individual and the community. With the assistance of program faculty, Elders and knowledge holders, the Indigenous teacher candidate explores and engages in practices and ways of being that will continue through one's professional and personal lives, demonstrating lifelong commitment to Indigenous ways of being and living.

The engagement in professional knowledge and practice during the practicum permits Indigenous teacher candidates to take risks and explore "opportunities to grow and find new insights that sustain and motivate them as life experiences" (Cherubini et al., 2009, p. 41). Supported by their cohort, program faculty and staff, the Indigenous teacher candidates learn together in a relational network of teachers, friends, faculty, staff, including community input to strengthen the social and caring dimensions of the network (Beck & Kosnick, 2017).

Indigenous teacher candidates are encouraged to take a decolonized stance towards their future curricular choices in order to create a "critical community-oriented consciousness" (Archibald, 2008, p. 91), to push back against systems and processes that can hinder culturally-

focused and enriching learning experiences for their current and future students. The Indigenous teacher candidate is invited to reflect and challenge the status quo of educational practices and processes as future change agents for their classrooms, schools, and communities (Fullan, 1993).

### **Pathway: Interdisciplinary and Holistic Program**

For the Anishinaabek, to live in balance and in a good way is referred to as 'mino-biimaadziwin'. For the Mushkegowuk, it is referred to as 'mino-pimatisiwin'. It is a way to live one's life in harmony, balance and with respect with all relations and to one's environment. For the Anishinaabek, the Seven Grandfather Teachings of love, wisdom, respect, bravery, honest, humility and truth (Benton-Benai, 1988; Toulouse, 2008) are considered the seven sacred laws of creation (Rheault, 1999). Following and respecting their community's ways of being, Indigenous teacher candidates are asked to connect holistically with their Indigenous students, following the sacred laws to reach into all parts of a students' being; heart, mind, body and spirit (Corbiere, 2000; Toulouse, 2011). By teaching to the whole person, Indigenous teacher candidates create learning environments that connect to how students feel, think and act (Bell, 2016), strengthening the learning spirit of each student. Indigenous teacher candidates are asked to bring their spirituality into their learning as "knowing is an expression of an individual's spirituality in relationship" (Curwen Doige, 2003, p. 147). Instructors and Elders engage in informal conversations and Sharing Circles to explore balance and wellbeing in the professional and personal lives of the Indigenous teacher candidates, emphasizing practices and choices to model and exemplify for Indigenous students.

Across subject methodology and foundational courses, Indigenous teacher candidates explore connections between topics and concepts that intersect and inform one another. Faculty discuss opportunities for Indigenous teacher candidates to explore cross-curricular learning experiences, planning interdisciplinary assignments and learning experiences. Assessment strategies incorporate opportunities for students to demonstrate not only their intellectual growth, but their mind, heart, and spirit, emphasizing the importance of assessing the whole child in an educational setting.

### **Pathway: Diversity and Success**

Dr. Marlene Brent Castellano explains that there is no such thing as an "Aboriginal student... there are only individuals" (Nipissing University, 2016, p. 26). As such, what constitutes success for an Indigenous student will be dependent upon the student and his or individual goals, aspirations, and dreams. Indigenous teacher candidates are tasked with examining how learning activities connect with the four aspects of the individual; intellectual, physical, emotional and spiritual. Incorporating a Medicine Wheel framework (Toulouse, 2016), the Indigenous teacher candidate must look beyond the predominate assessment of intellectual capabilities and develop skills and knowledge to connect individual students to their individual gifts. Through the development of strength-based teaching in subject methodology courses, the Indigenous teacher candidate contributes to the students' wellbeing and the promotion a lifelong journey of success, assessing the gifts of the student in balance with other developing attributes and skills. Verna Kirkness, Fisher Cree First Nation defined success for Indigenous peoples in Canada as "the point at which Indian people experience fulfillment in achieving personal goals, as well as the point at which overall advancement is evident in a given school, community, or other institution" (1999, p. 57). The success of students at the individual level also contributes to the overall success of the classroom, school, and community. The Indigenous teacher candidate are asked to reflect on their contribution to the success of the community through the

development and delivery of culturally and academically strong educational programming, setting high expectations for students and classrooms. Pedagogical choices are provided so that the individual student can share his gift with his classmates, family, community and all his relations, supporting the community in its goals of achievement and success. As Dr. Lorna Wanosts'a7 Williams, Professor Emerita of Indigenous Education at the University of Victoria describes, "The Elders always made sure that everyone was using the gifts that they were born with, when they were brought into this world, to uphold life. We can't ask less of ourselves now" (Nipissing University, 2016, p. 28). In the practicum and in the community leadership experience, the Indigenous teacher candidates explore their individual gifts to give back to the community outside of the classroom environment. This expansion of the teacher relationship with the community during the leadership experience contributes further to the success of the community, as well as building greater opportunities for the Indigenous teacher candidate to involve other community resources in the learning experiences of the students.

### **Pathway: Relationships**

The Indigenous teacher is an integral member of the community, facilitating and assisting in the learning of the community's youth. The relationships that the Indigenous teacher develops are essential to the individual and collective success of the student, class, and school. Relationships also exist between the teacher and all her relations that exist with land, water, and all of creation. Land-based education "puts Indigenous epistemological and ontological accounts of land at the center, including Indigenous understandings of land, Indigenous language in relation to land" (Tuck, McKenzie, McCoy, 2016, p. 13). During the summer sessions, Indigenous teacher candidates engage in land-based learning experiences, co-facilitated between multiple course instructors, Elders, and knowledge holders. These experiences re-establish teacher candidates with the integral connections that exist between Indigenous peoples, the land, the water, and their relations, reflecting and applying these teachings within their roles of developing and delivering culturally relevant learning activities for students. For example, Indigenous teacher candidates in science methodology courses connect family-oriented harvesting practices with other subject areas, demonstrating the cross-curricular connections of land-based teachings practices. As well, re-visiting land-based practices through curricular delivery revitalizes and sustains the relations that students and teachers have with their traditional lands and their inherent teachings, promoting cultural resurgence that promotes the health, well-being and success of Indigenous students and communities (Cornthassel & Hardbarger, 2019).

### ***Indigenous Programs' Congruence with the Foundations of Professional Practice***

The *Foundations of Professional Practice* and *Ethical Standards* are integrated throughout our Indigenous teacher education programs. Standards can be, however, explicitly linked to individual pathways as presented in the summary chart below. The *Ethical Standards* of care, respect, trust, and integrity are infused across each of the Conceptual Framework model pathways. Members of the Schulich School of Education use the OCT *Standards of Practice for the Teaching Profession* and *Ethical Standards* as a framework to assess the program and ensure its consistency with the *Foundations of Professional Practice*.

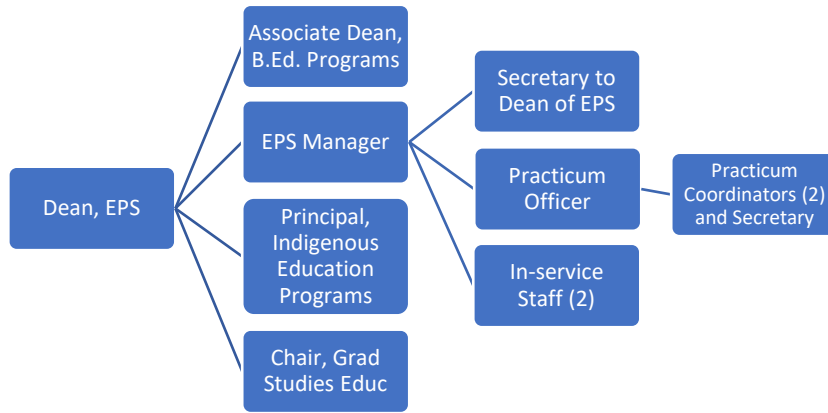
<b>OCT STANDARD OF PRACTICE FOR THE TEACHING PROFESSION</b>	<b>SSoE MODEL OF INDIGENOUS TEACHER EDUCATION</b>
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<b>Standard 1:</b> Commitment to Students and Student Learning	<b>Pathway: Diversity and Success</b> Developing skills, knowledges, values, and practices to support Indigenous learners and their success
<b>Standard 2:</b> Professional Knowledge	<b>Pathway: Interdisciplinary and Holistic Program</b> Interconnected understanding of Indigenous knowledge systems, supportive learning environments and professional skills and responsibilities
<b>Standard 3:</b> Professional Practice	<b>Pathway: Performance</b> Practice application of Indigenous and professional knowledge, skills, and values to promote student learning  <b>Pathway: Relationships</b> Development and engagement in respectful and reciprocal relationships with community, land, water, and all of creation
<b>Standard 4:</b> Leadership in Learning Communities	<b>Pathway: Relational Knowing and Reflective Practice</b> Exploration of the teacher candidate towards and relationship with self, community, land, water, and creation  <b>Pathway: Self-Knowledge and Indigeneity</b> Understanding personal experience, Indigenous knowledges, and the role of the self in the creation of supportive and inclusive learning communities
<b>Standard 5:</b> Ongoing Professional Learning	<b>Pathway: Lifelong Learning</b> Development of knowledges, skills, and values to support effective practice with learners of today and the next seven generations, including promoting and supporting cultural and language revitalization

### ***Format and Structure of Programs***

#### **Schulich School of Education Administrative Structure**

The administrative structure of the Schulich School of Education and its programs is presented in the following figure. The Associate Dean of B.Ed. Programs; Principal, Indigenous Education Programs; Chair of Graduate Studies in Education, and EPS Manager (to whom reports the Practicum Officer, Practicum Coordinators, and In-service staff), all report to the Dean of Education and Professional Studies (EPS).



In this section, we provide at-a-glance charts of the four programs, including regarding course type (Foundation, Method, Elective, Practicum), number of terms, credit count/weight, specialty areas, and Practicum seminars. Full versions of these documents are available for viewing in Appendices 09 and 10.

**At-a-Glance Charts**

**1. Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate, and Intermediate/Senior divisions, leading to a Bachelor of Education degree**

Primary/Junior Divisions			
At-a-Glance Chart for Schulich School of Education, Wilfrid Laurier University			
Consecutive Program of Professional Teacher Education, Primary/Junior Divisions			
Course	Mode of Delivery	Credits	Prerequisites
EDUC 4758 (Foundation) Legal and Social Foundations	02 Face-to-Face	3	
EDUC 4759 (Foundation) Intro to Curriculum Design and Teaching	02 Face-to-Face	3	
EDUC 4760 (Foundation) Pedagogical & Inclusive Classroom Management	02 Face-to-Face	3	
EDUC 4727 (2) (Method) Language and Literacy	02 Face-to-Face	3	
EDUC 4728 (2) (Method) Health & Physical Education	02 Face-to-Face	3	
EDUC 4737 (2) (Method) Foundations of Early Childhood Education (For 1C in FIT with a Minor in ECE)	02 Face-to-Face	3	
EDUC 4734 (3) (Division) Practicum I (6 weeks)	02 Face-to-Face	3	
EDUC 4761 (Foundation) Assessment, Evaluation and Communication of Student Learning	02 Face-to-Face	3	
EDUC 4776 (Foundation) Social Needs of Students	02 Face-to-Face	3	
EDUC 4762 (2) (Method) Visual Arts	02 Face-to-Face	3	
EDUC 4763 (2) (Method) Science and Technology	02 Face-to-Face	3	
EDUC 4764 (2) (Method) Mathematics	02 Face-to-Face	3	
EDUC 4734 (3) (Division) Practicum II (6 weeks)	02 Face-to-Face	3	
<b>Subtotal Credits</b>		<b>33</b>	

\* EDUC 4734 Practicum I is a 3-credit course offered over both semesters  
 \*\* EDUC 4855 Practicum II is a 5-credit course offered over both semesters

Junior/Intermediate Divisions			
At-a-Glance Chart for Schulich School of Education, Wilfrid Laurier University			
Consecutive Program of Professional Teacher Education, Junior/Intermediate Divisions			
Course	Mode of Delivery	Credits	Prerequisites
EDUC 4734 (3) (Division) Practicum I (6 weeks)	02 Face-to-Face	3	
EDUC 4758 (Foundation) Legal and Social Foundations	02 Face-to-Face	3	
EDUC 4759 (Foundation) Intro to Curriculum Design and Teaching	02 Face-to-Face	3	
EDUC 4760 (Foundation) Pedagogical & Inclusive Classroom Management	02 Face-to-Face	3	
EDUC 4761 (Foundation) Assessment, Evaluation and Communication of Student Learning	02 Face-to-Face	3	
EDUC 4776 (Foundation) Social Needs of Students	02 Face-to-Face	3	
EDUC 4734 (3) (Division) Practicum II (6 weeks)	02 Face-to-Face	3	
EDUC 4762 (2) (Method) Visual Arts	02 Face-to-Face	3	
EDUC 4763 (2) (Method) Science and Technology	02 Face-to-Face	3	
EDUC 4764 (2) (Method) Mathematics	02 Face-to-Face	3	
EDUC 4734 (3) (Division) Practicum III (6 weeks)	02 Face-to-Face	3	
<b>Subtotal Credits</b>		<b>33</b>	

\* EDUC 4734 Practicum I is a 3-credit course offered over both semesters  
 \*\* EDUC 4855 Practicum II is a 5-credit course offered over both semesters

Intermediate/Senior Divisions			
At-a-Glance Chart for Schulich School of Education, Wilfrid Laurier University			
Consecutive Program of Professional Teacher Education, Intermediate/Senior Divisions			
Course	Mode of Delivery	Credits	Prerequisites
EDUC 4734 (3) (Division) Practicum I (6 weeks)	02 Face-to-Face	3	
EDUC 4758 (Foundation) Legal and Social Foundations	02 Face-to-Face	3	
EDUC 4759 (Foundation) Intro to Curriculum Design and Teaching	02 Face-to-Face	3	
EDUC 4760 (Foundation) Pedagogical & Inclusive Classroom Management	02 Face-to-Face	3	
EDUC 4761 (Foundation) Assessment, Evaluation and Communication of Student Learning	02 Face-to-Face	3	
EDUC 4776 (Foundation) Social Needs of Students	02 Face-to-Face	3	
EDUC 4734 (3) (Division) Practicum II (6 weeks)	02 Face-to-Face	3	
EDUC 4762 (2) (Method) Visual Arts	02 Face-to-Face	3	
EDUC 4763 (2) (Method) Science and Technology	02 Face-to-Face	3	
EDUC 4764 (2) (Method) Mathematics	02 Face-to-Face	3	
EDUC 4734 (3) (Division) Practicum III (6 weeks)	02 Face-to-Face	3	
EDUC 4734 (3) (Division) Practicum IV (6 weeks)	02 Face-to-Face	3	
<b>Subtotal Credits</b>		<b>33</b>	

\* EDUC 4734 Practicum I is a 3-credit course offered over both semester 1 and semester 2  
 \*\* EDUC 4855 Practicum II is a 5-credit course offered over both semester 3 and semester 4

For a full, detailed view of each of the above **At-a-Glance Charts for B.Ed. Programs**, see Appendix 09.

## **2. Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate, and Intermediate/Senior divisions, leading to a Bachelor of Education degree**

**Concurrent Program Requirements:** Concurrent Education is available to all honours undergraduate programs with the exception of the BScN and the BSW. All divisions (P/J, J/I, or I/S) are available with the participating undergraduate degrees with exception of Child and Family Studies, where only the P/J division is available. 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 B.Ed. 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:

EDUC 0106 *Introduction to Teaching*, and  
ACAD 1601 *Academic Writing*  
MATH 1070 *Fundamental Concepts of Mathematics*  
PSYC 2020 *Developmental Psychology for Educators* (for non-Psych majors)  
Or both of PSYC 2006 *Childhood Development* and PSYC 2007 *Adult Development*  
Or both of CHFS 2106 *Human Dev: Childhood and Youth* and CHFS 2107 *Human Dev: Adults and Aging*

Concurrent Education with BPHE (Bachelor of Physical and Health Education):

Students must comply with the requirements for their BPHE degree program and include the following Concurrent Education set of courses:

ACAD 1601 *Academic Writing*  
MATH 1070 *Fundamental Concepts of Mathematics*  
EDUC 0106 *Introduction to Teaching*, and  
PHED 2017 *Teaching and Learning in Physical Education*

Once all undergraduate degree requirements are met, students must complete the same Teacher Education requirements as outlined above in the section Consecutive B.Ed. Program during their Years 5 and 6 of university study.

## **3. Indigenous Teacher Education Program (ITEP) Multi-session consecutive program of professional education with an area of study in the Primary/Junior division, leading to a Diploma in Education**

At-a-Glance Chart for Schulich School of Education, Nipissing University														
Multi-session Program indigenous Teacher Education Program, Primary/Junior Divisions														
Year 1			Mode of Delivery	Credit	Year 2			Mode of Delivery	Credit	Year 3				
S 1 (May 6 – August 31, 2024)				S 4 (May 5 – August 29, 2025)	EDUC 4716 (Foundation) Legal and Social Foundations of Education	☒ Virtual	3	S 7 (May 4 – August 30, 2026)	EDUC 4727 (P/J Method) Emergent and Early Literacies	☒ Virtual	3			
	EDUC 4736 (Foundation) Intro to Curriculum Design and Teaching	☒ Hybrid	3		EDUC 4947 (Foundation) Understanding Indigenous Pedagogies	☒ Face-to-Face	3		EDUC 4787 (P/J Method) Visual Art	☒ Face-to-Face	3			
	EDUC 4747 (P/J Method) Mathematics	☒ Face-to-Face	3		EDUC 4717 (P/J Method) Languages and Literacies	☒ Face-to-Face	3		EDUC 4737 (P/J Method) Health and Physical Education	☒ Face-to-Face	3			
	EDUC 4767 (P/J Method) Science and Technology	☒ Face-to-Face	3		EDUC 4757 (P/J Method) Music	☒ Face-to-Face	3		EDUC 4777 (P/J Method) Social Studies	☒ Face-to-Face	3			
S 2 (Sept 2 – Dec 20, 2024)	EDUC 4714 Practicum I (4 weeks)	☒ Face-to-Face		S 5 (Sept 1 – Dec 19, 2025)	EDUC 4814 ITEP Practicum II (5 weeks)	☒ Face-to-Face	2	S 8 (Sept 7 – Dec 18, 2026)	EDUC 4914 ITEP Practicum (6 weeks)	☒ Face-to-Face	3			
	EDUC 4776 (Foundation) Special Needs of Students	☒ Virtual	3		EDUC 4726 (Foundation) Diversity and Inclusion	☒ Virtual	3		EDUC 4756 (Foundation) Curriculum Design and Inquiry	☒ Virtual	3			
S 3 (Jan 6 – Apr 25, 2025)	EDUC 4746 (Foundation) Assessment, Evaluation and Communication of Student Learning	☒ Virtual	3	S 6 (Jan 5 – April 24, 2026)	EDUC 4766 (Foundation) Technology Enriched Teaching and Learning	☒ Virtual	3	S 4 (Jan 6 – April 30, 2027)	EDUC 4967 (Foundation) Indigenous Classroom Navigation	☒ Virtual	3			
	EDUC 4714 Practicum I (4 weeks)	☒ Face-to-Face	3		EDUC 4858 (All Divisions) Community Leadership Experience (3 weeks)	☒ Face-to-Face	1							
<b>Subtotal Credit</b>				<b>18</b>	<b>Subtotal Credit</b>				<b>21</b>	<b>Subtotal Credit</b>				<b>21</b>
<b>Total Credits Over Nine Semesters: 60</b>														

For a full, detailed view of the above **At-a-Glance Chart for ITEP** see Appendix 10.

**4. Teacher of Indigenous Language as a Second Language (TILSL) Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education**



At-a-Glance Chart for Schulich School of Education, Nipissing University														
Multi-session Program Teacher of Indigenous as a Second Language, Primary/Junior/Intermediate/Senior Divisions														
Year 1			Mode of Delivery	Credit	Year 2			Mode of Delivery	Credit	Year 3				
S 1 (May 6 – August 31, 2024)					EDUC 4716 (Foundation) Legal and Social Foundations of Education	☒ Virtual		3		S 7 (May 4 – August 30, 2026)	EDUC 2546 (Method) indigenous Language Methodologies II	☒ Virtual	3	
	EDUC 4736 (Foundation) Intro to Curriculum Design and Teaching	☒ Face-to-Face	3		EDUC 4947 (Foundation) Understanding Indigenous Pedagogies	☒ Face-to-Face		3	EDUC 2446 (Method) Indigenous Language Team Teaching II		☒ Face-to-Face	3		
	EDUC 1546 (Method) Indigenous Language Methodologies	☒ Face-to-Face	3	S 4 (May 5 – August 29, 2025)	EDUC 1446 (Method) Indigenous Language Team Teaching I	☒ Face-to-Face		3	EDUC 2436 (Method) Indigenous Languages Curriculum I		☒ Face-to-Face	3		
	EDUC 1456 (Method) Anishinaabemwii Language I*	☒ Face-to-Face	3		EDUC 1436 (Method) Indigenous Languages Curriculum I	☒ Face-to-Face		3	EDUC 2456 (Method) Anishinaabemwii Language II**		☒ Face-to-Face	3		
	EDUC 1556 (Method) Cree Language I*	☒ Face-to-Face	3						EDUC 2556 (Method) Cree Language II**		☒ Face-to-Face	3		
	EDUC 1576 (Method) Lunape Language I*	☒ Face-to-Face	3						EDUC 2576 (Method) Lunape Language II**		☒ Face-to-Face	3		
	EDUC 1586 (Method) Mohawk Language I*	☒ Face-to-Face	3						EDUC 2586 (Method) Mohawk Language II**		☒ Face-to-Face	3		
	EDUC 1596 (Method) Cayuga Language I*	☒ Face-to-Face	3						EDUC 2596 (Method) Cayuga Language II**		☒ Face-to-Face	3		
S 2 (Sept 2 – Dec 20, 2024)	EDUC 4714 Practicum I (4 weeks)	☒ Face-to-Face		S 5 (Sept 1 – Dec 19, 2025)	EDUC 4814 ITEP Practicum II (5 weeks)	☒ Face-to-Face		2	S 8 (Sept 7 – Dec 18, 2026)	EDUC 4914 ITEP Practicum (6 weeks)	☒ Face-to-Face	3		
	EDUC 4776 (Foundation) Special Needs of Students	☒ Virtual	3		EDUC 4726 (Foundation) Diversity and Inclusion	☒ Virtual		3		EDUC 4756 (Foundation) Curriculum Design and Inquiry	☒ Virtual	3		
S 3 (Jan 6 – Apr 25, 2025)	EDUC 4746 (Foundation) Assessment, Evaluation and Communication of Student Learning	☒ Virtual	3	S 6 (Jan 5 – April 24, 2026)	EDUC 4766 (Foundation) Technology Enriched Teaching and Learning	☒ Virtual		3	S 4 (Jan 6 – April 30, 2027)	EDUC 4967 (Foundation) Indigenous Classroom Navigation	☒ Virtual	3		
	EDUC 4714 Practicum I (4 weeks)	☒ Face-to-Face	3		EDUC 4858 (All Divisions) Community Leadership Experience (3 weeks)	☒ Face-to-Face		1						
Subtotal Credit				18	Subtotal Credit				21	Subtotal Credit				21
Total Credits Over Nine Semesters: 60														

For a full, detailed view of the above **At-a-Glance Chart for the TILSL** see Appendix 10.

**Note:** The above two At-a-Glance Charts include the new course *Indigenous Classroom Navigation: Engaging the Indigenous Learner* (EDUC 4967), which combines learning objectives from *History, Policy, and Indigenous Education* (EDUC 4946) and *Proactive and Inclusive Classroom Management* (EDUC 4762), and is currently being sent through for anticipated Senate approval in 2024. The inclusion of this new course for the Indigenous Education Program (IEP) students will situate learning re-engagement strategies from an Indigenous holistic foundation of wellness and balance, and an understanding of the historical and contemporary impacts of colonization on Indigenous schools and communities, and their effects on Indigenous students in educational settings and classrooms.



**B.Ed. Consecutive/Concurrent Professional Program Overview**

						
<b>YEAR 1 (2023 Cohort)</b>						
<b>2023/2024</b>						
Cross-Divisional Courses	<b>Fall 2023</b>			<b>Winter 2024</b>		
	EDUC 4716 Legal and Social Foundations			EDUC 4746 Assessment, Evaluation and Communication of Student Learning		
	EDUC 4736 Introduction to Curriculum Design and Teaching			EDUC 4776 Special Needs of Students		
EDUC 4762 Proactive and Inclusive Classroom Management						
Division Specific Courses	Primary/Junior	Junior/Intermediate	Intermediate/Senior	Primary/Junior	Junior/Intermediate	Intermediate/Senior
	EDUC 4717 Language and Literacies	EDUC 4897 Language and Literacies	Intermediate Teaching Subject 1*	EDUC 4787 Visual Arts	EDUC 4837 Music	EDUC 4877 Language and Literacies
	EDUC 4737 Health & Physical Education	Intermediate Teaching Subject*	Intermediate Teaching Subject 2*	EDUC 4767 Science and Technology	EDUC 4857 Social Studies	EDUC 4887 Mathematics
	EDUC 4738 French as a Second Language Elementary***		EDUC 4761 Environmental Education <sup>†</sup>	EDUC 4747 Mathematics	EDUC 4817 Health & Physical Education	EDUC 4712 Special Topics: The Intermediate Learner
Practicum (8 weeks total)	EDUC 4714 Practicum I 4 weeks			EDUC 4714 Practicum I 4 weeks		
<small>*See reverse for list of Intermediate Teaching Subjects                  ***For TCs pursuing P/J with a focus on French as a Second Language  <sup>†</sup>For TCs with a double-science teaching subject (Bio/Chem, Bio/Phys, Chem/Phys)</small>						
<b>YEAR 2 (2022 Cohort)</b>						
<b>2023/2024</b>						
Cross-Divisional Courses	<b>Fall 2023</b>			<b>Winter 2024</b>		
	EDUC 4756 Curriculum Design and Inquiry					
	EDUC 4726 Diversity and Inclusion					
Division Specific Courses (excluding Electives)	Primary/Junior	Junior/Intermediate	Intermediate/Senior	Primary/Junior	Junior/Intermediate	Intermediate/Senior
	EDUC 4757 Music	EDUC 4827 Mathematics	Senior Teaching Subject 1**	Elective	Elective	Elective
	EDUC 4777 Social Studies	EDUC 4847 Science and Technology	Senior Teaching Subject 2**	Elective	Elective	Elective
	EDUC 4727 Early and Emergent Literacy	EDUC 4867 Visual Arts	Elective			
Practicum and Community Leadership Experience (14 weeks total)	EDUC 4855 Practicum II 5 weeks			EDUC 4858 Community Leadership Experience Max. 3 weeks EDUC 4855 Practicum II 6 weeks		
<small>**See reverse for list of Senior Teaching Subjects</small>						
						
<b>*List of Intermediate Teaching Subjects – Fall, Year 1</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Code</b>
EDUC 4708	Business Studies General Intermediate	EDUC 4778	Mathematics Intermediate			
EDUC 4728	English Intermediate	EDUC 4788	Music – Instrumental Intermediate			
EDUC 4738	French as a Second Language Elementary	EDUC 4808	Science General Intermediate*			
EDUC 4748	Geography Intermediate	EDUC 4296	Social Sciences Intermediate			
EDUC 4758	Health and Physical Education Intermediate	EDUC 4818	Visual Arts Intermediate			
EDUC 4768	History Intermediate					
<small>*For double-science students, the second Intermediate Teachable course will be EDUC 4761 Environmental Education Across the Curriculum</small>						
<b>**List of Senior Teaching Subjects – Fall, Year 2</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Code</b>
EDUC 4709	Business Studies General Senior	EDUC 4789	Music – Instrumental Senior			
EDUC 4729	English Senior	EDUC 4809	Science – Biology Senior			
EDUC 4739	French as a Second Language Secondary	EDUC 4819	Science – Chemistry Senior			
EDUC 4749	Geography Senior	EDUC 4829	Science – Physics Senior			
EDUC 4759	Health and Physical Education Senior	EDUC 4297	Social Sciences Senior			
EDUC 4769	History Senior	EDUC 4839	Visual Arts Senior			
EDUC 4779	Mathematics Senior					

**Note 1:** We have recently added the following two new Indigenous Teaching Subjects (to be offered in 2024-25 pending EPS Executive, Senate, and OCT Accreditation Renewal approval).

- *First Nation, Metis, and Inuit Studies (FMNI)* (Intermediate and Senior level teachable subjects) within the Concurrent and Consecutive Bachelor of Education Programs
- *Indigenous Language (Anishnaabemwin)* (Intermediate level teachable subject) within the Concurrent and Consecutive Bachelor of Education Programs

As per OCT direction, we are here noting that these new Course Outlines are currently in development in the Schulich School of Education and will be supplied to the OCT Program Officer upon completion.

### B.Ed. Course/Instructor Overview (2023-24)

SSoE BEd Courses & Instructors (2023-24)		Legend: Fall (FA), Winter (WI), Full-time/LTA (Black), Part-time (Blue), Electives (Purple, with delivery mode also listed)
Code	Course Title	Instructor(s) & Details
EDUC 0106	Introduction to Teaching (Concurrent, 6 hours, compulsory, non-credit)	Lynn Julien-Schultz (FW001, FW002, FW003, FW004)
EDUC 4296	Social Sciences (Intermediate)	Josien Fawcett (FA102, FA103)
EDUC 4297	Social Sciences (Senior)	Dr. Todd Horton (FA201)
EDUC 4704	Indigenous Education in Canada	Dr. Glen Sharpe (W1201, Online)   Dr. Grady Pettier (W1202, Online)
EDUC 4702	Teaching in French Immersion	Josée Chartrand (W1201, Online)
EDUC 4708	Business Studies, General (Intermediate)	Mary Beth Hurley (FA101)
EDUC 4709	Business Studies, General (Senior)	Mary Beth Hurley (FA201)
EDUC 4711	Teaching with Children's Literature	Dr. Lisa Taylor (W1202, Online)
EDUC 4712	Special Topics in the Schoolment of Education	Dr. Blaine Hatt (W1201, Online)
EDUC 4712	Special Topics: The Intermediate Learner	Marianne Vander Dussen (W1101, W1102, W1103, W1104, Online)   Emily Westloph-Bell (W1101, Online)
EDUC 4716	Legal and Social Foundations	Amy Landolt (FA101, FA102, FA103, FA104)   Lucio Pavone (FA105, FA106)   Anna Fitzsimmons (FA107, FA108, FA109)   Victoria Swejda (FA110, FA111, FA112, FA113)
EDUC 4717	Language and Literacies for the Primary and Junior Divisions	Dr. Kristen Ferguson (FA101, FA102, FA103)   Dr. Tina Benevides (FA104, FA105)   Michelle Mckernin (FA107)
EDUC 4726	Diversity and Inclusion	Dr. Julie Corlett (FA201, FA202, FA203, FA204)   Dr. Christine Cho (FA205, FA206, FA207, FA208)   Amy Dickerson (FA209, FA210, FA211)
EDUC 4727	Brief and Emergent Literacy	Kimera Mornit (FA201, FA202, FA203)   Peggy Landre-Fruthomme (FA204, FA205)
EDUC 4728	English (Intermediate)	Emily Westloph-Bell (FA101)
EDUC 4729	English (Senior)	Rob Brady (FA201)
EDUC 4736	Introduction to Curriculum Design and Teaching	Dr. Kurt Clausen (FA101, FA102)   Dr. Tiffany Roberts (FA103, FA104)   Erica Armstrong (FA105, FA106)   Tyson Brer (FA107, FA108)   Lynn Julien-Schultz (FA109, FA110, FA111)   Reid Morris (FA112, FA113)
EDUC 4737	Health and Physical Education for the Primary and Junior Divisions	Roger Bernanos (FA101, FA102)   Herley Uttaro (FA104, FA106, FA107)   Melissa Corrette (FA108)
EDUC 4738	French as a Second Language (Elementary)	Jeanne Zettler (FA101)
EDUC 4739	French as a Second Language (Secondary)	Josée Chartrand (FA201)
EDUC 4746	Assessment, Evaluation, and Communication of Student Learning	Dr. Tiffany Roberts (W1101, W1102)   Lisa O'Hane (W1103, W1104, W1105)   Emily Westloph-Bell (W1106)   David Tigranelli (W1107, W1108)   Lynda Burch (W1109, W1110)   Merie Sunstrom (W1111, W1112)   Alison Herd-Neeson (W1113)
EDUC 4747	Mathematics for the Primary and Junior Divisions	Melissa Peddie (W1101, W1102)   Laurie Clayton (W1103, W1104)   Tyson Brer (W1105, W1106)
EDUC 4748	Geography (Intermediate)	Victoria Dentino (FA101)
EDUC 4749	Geography (Senior)	Victoria Dentino (FA201)
EDUC 4751	Teaching English Language Learners	Carine Corbell (W1201, Online)
EDUC 4756	Curriculum Design and Inquiry	Dr. Glenda Black (FA201, FA202, FA203, FA211)   Dr. Chris Godfrey (FA204, FA205, FA206, FA207)   Dr. Lisa Taylor (FA208)   Emily Samuel (FA209, FA210)
EDUC 4757	Music for the Primary and Junior Divisions	Dr. Adam Adler (FA201, FA202, FA203, FA204)   Nancy Promene (FA205)
EDUC 4758	Health and Physical Education (Intermediate)	Dr. Greg Rickwood (FA101, FA102)
EDUC 4759	Health and Physical Education (Senior)	Dr. Thomas Ryan (FA201)
EDUC 4761	Environ Education across the Curriculum	Dr. Astrid Steeie (FA101, Online (for double-science students only), W1201, Online)
EDUC 4762	Proactive and Inclusive Classroom Management	Brett Tomlinson (FA101, FA102, FA103)   Cheryl Hido (FA104, FA105)   Steacy Malette (FA106, FA107)   Derek Belanger (FA108, FA109)   David Tigranelli (FA110, FA111)   Shawna Mitchell (FA112, FA113)
EDUC 4766	Technology Enriched Teaching and Learning	Stephen Tedesco (FA201, FA202, Online, W1201, W1202, Online)
EDUC 4767	Science and Technology for the Primary and Junior Divisions	Chris Hochlowitz (W1101, W1102)   Chris Dowdson (W1103, W1104)   Dr. Tina Benevides (W1106, W1107)
EDUC 4768	History (Intermediate)	Dr. Todd Horton (FA101)   Ilya Morn (FA102)
EDUC 4769	History (Senior)	Dr. Todd Horton (FA201)
EDUC 4772	Teaching in Ontario Catholic Schools	Josanne Benard (W1201, W1202, Online)
EDUC 4776	Special Needs of Students	Dr. Ron Phillips (W1101, W1102, W1103, W1104, W1105, W1106)   Dr. Lisa Taylor (W1107)   Shawna Mitchell (W1108, W1109)   Kara Shopper (W1110, W1111)   Erica Armstrong (W1112, W1113)   Steph Lindenwood (Fij) (W1114)
EDUC 4777	Social Studies for the Primary and Junior Divisions	Amy Dickerson (FA201)   Anna Pearson (FA202, FA203)   Dr. Mohammad Shadkic (FA204, FA205)
EDUC 4778	Mathematics (Intermediate)	Dr. Tim Sizbald (FA101)
EDUC 4778	Mathematics (Senior)	Dr. Tim Sizbald (FA201)
EDUC 4781	Imagination and Creativity in Education	Dr. Blaine Hatt (FA201, FA202, Online)
EDUC 4787	Visual Arts for the Primary and Junior Divisions	Amy Pipe (W1101, W1102)   Whitney Graham (W1103, W1104)   Meghan Hochlowitz (W1105, W1106)
EDUC 4788	Music - Instrumental (Intermediate)	Mary Thornton (FA101)
EDUC 4789	Music - Instrumental (Senior)	Mary Thornton (FA201)
EDUC 4808	Science - General (Intermediate)	Agné Pearson (FA101, FA102)   Dr. Astrid Steeie (FA103)
EDUC 4809	Science - Biology (Senior)	Sygen Brouse (FA201, FA202)
EDUC 4817	Health and Physical Education for the Junior and Intermediate Divisions	Dr. Thomas Ryan (W1101, W1102)
EDUC 4818	Visual Arts (Intermediate)	Dr. Kathy Mantas (FA101)
EDUC 4819	Science-Chemistry (Senior)	Jocelyn Hawkins (FA201)
EDUC 4821	Media Arts	Dr. Arlene Vor (W1201, Online)
EDUC 4827	Mathematics for the Junior and Intermediate Divisions	Sean McKeown (FA201, FA202)   John Burns (FA203)
EDUC 4829	Science-Physics (Senior)	Helene Kitching (FA201)
EDUC 4831	Mental Health in Schools	Dr. Nancy Maynes (W1201, W1202, W1203, W1205, Online)   Dr. Melissa Corrette (W1204, Online)
EDUC 4837	Music for the Junior and Intermediate Divisions	Nancy Promene (W1101, W1102)
EDUC 4839	Visual Arts (Senior)	Dr. Kathy Mantas (FA201)
EDUC 4847	Science and Technology for the Junior and Intermediate Divisions	Chris Hochlowitz (FA201, FA203)   Chris Dowdson (FA202)
EDUC 4857	Social Studies for the Junior and Intermediate Divisions	Reid Morris (W1101, W1102)
EDUC 4861	Teaching, Learning, and Living in the Outdoors	Al Stear (W1201, Online)
EDUC 4867	Visual Arts for the Junior and Intermediate Divisions	Dr. Kathy Mantas (FA201)   Whitney Graham (FA202, FA203)
EDUC 4877	Language and Literacies for the Intermediate and Senior Divisions	Cheryl Hido (W1101, W1102)   Rob Brady (W1103)   Carolyn Samuel (W1104, W1105)
EDUC 4881	Politics	Dr. Todd Horton (W1201, Online)
EDUC 4887	Mathematics for the Intermediate and Senior Divisions	Dr. Tim Sizbald (W1101, W1102, W1103)   John Burns (W1104, W1105)
EDUC 4891	French Immersion and Equity	Dr. Glen Sharpe (W1101, W1102, Online)
EDUC 4897	Language and Literacies for the Junior and Intermediate Divisions	Ilya Morn (FA101, FA102)

For a detailed view of the above document see **B.Ed. Course & Instructor Overview** (Appendix 11).

### Program Resources

This section documents the resources that support all programs in the Schulich School

of Education. Human resources (Faculty) are presented in the Instructor CV Summary (Appendix 05), which features an overview of qualifications and teaching experiences for all Full-time and Part-time B.Ed. instructors. Faculty Research Narratives (Appendix 06) and Faculty Publications (Appendix 47) provide further information on faculty research interests and collaborations, projects, and publications. Other program resources include physical facilities (e.g., Education Centre, R. J. Surtees Athletic Centre, NUSU Student Centre, the Teaching Hub, and the Schulich School of Education Technology Lab) and instructional resources (e.g., textbooks, print/online journals, kits available at the Harris Learning Library; other technology resources also available through University Technology Services (UTS)).

### Physical Facilities

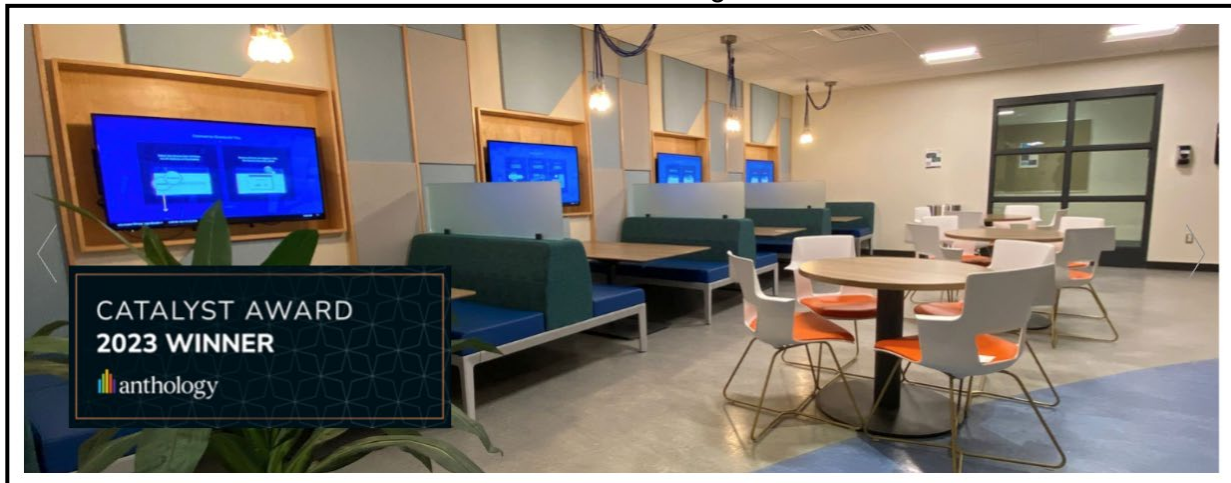
Nipissing University's campus includes almost 300 hectares of forested woodlands on an escarpment overlooking Lake Nipissing in North Bay, Ontario. Our campus includes state-of-the-art facilities and award-winning residences as well as more than 20 kilometers of hiking trails.

The main Nipissing University buildings were constructed initially in 1971 with several new buildings added since that time. During 2004, an additional student residence was opened to accommodate increased enrolment, and during 2007, the university acquired and updated Monastery Hall. The complex including student residences now totals over 708 000 square feet.

The campus currently offers wireless access throughout for student, faculty, and administrative use. Every registered student at Nipissing University is provided with a network account that provides them access to all university PCs, as well as Internet access from the labs and classrooms. Students in residence are also provided with network access that includes Internet access via the NU network. All students are provided with an MS Office 365 account through their Nipissing University login credentials, offering access to Microsoft programs such as Word, Excel, PowerPoint, and other tools.

The 12 000 square-foot Robert J. Surtees Athletic Centre houses a double gym, squash court, cardio-weight room, and change rooms. Teacher candidates have access to the latest in weight and fitness equipment, such as treadmills, life cycles, cross trainers, and free weights; an athletic membership is currently included as part of their incidental fees. The Teaching Hub, completed in 2019 and housed within the Education Centre, is described on their website as "an emerging centre for teaching and learning committed to excellence, leadership, and innovation in teaching and learning practice and scholarship." The Hub offers

teacher candidates a wide range of support and services to foster pedagogical growth and teaching excellence including: one-on-one consultations with individual instructors or teaching teams (topics may include course design and delivery; teaching practices and strategies; Blackboard Learn; curriculum development and review; pedagogical observations); training and workshops; special events and guest lectures; space to engage with Teaching Hub staff. The four main Hub spaces are the Lounge, Auditorium, Teaching Chairs Resource Centre, and Sandbox (detailed information available [here](#)). In 2023, the Nipissing University Teaching Hub was recognized with a prestigious Catalyst Award in the Teaching & Learning Category for its innovative use of Blackboard Learn to advance learning.



The NUSU Student Centre, completed in 2021, offers 32 357 square feet of indoor offices and meeting/event spaces, as well as a licenced restaurant (detailed information [here](#)). Teacher candidates are able to book rooms/spaces for planned events or can simply use the new indoor/outdoor spaces for socializing or study.



Completed in 2023, the Interprofessional Simulation Centre (ISC) offers an immersive and interactive learning environment designed to replicate a variety of real-life situations, procedures, and environments and features four rooms with life-like manikins that can recreate a variety of professional situations for both emergency and procedural training to enhance competency in practice. Using immersive projection technology, two dedicated spaces can be transformed into healthcare settings such as a clinic or hospital and can mimic any home, school, post-secondary institution, or community setting, including disaster scenarios, large group gatherings, and crime scenes. Students navigate the immersive environment using interactive touch points and 360-cameras. The space can be staged to represent cases, assist with training social workers and home visitors, mimic occupational-therapy and physiotherapy visits, and will soon include a life-like home apartment setting that can simulate a client's home visit and assessment. Education instructors are now being invited to consider ways in which the shared, immersive spaces within the new centre may be used for B.Ed. courses and activities.

**Finally, administrative offices of specific relevance to the teacher education programs include: the Education and Professional Studies Office; Practicum and In-service Education Office; Office of the Student Success and Development Coordinator-Indigenous Education Programs; Registrar's Office; Office of Indigenous Initiatives; Office of Student Development and Services; Finance Office; Financial Aid Office; University Technological Services; Faculty and Administration Support Services (FASS); PrintPlus; and the Teaching Hub.**

### **Teaching, Learning, and Research Spaces**

Our current facilities allow us to incorporate information and computer technology into our day-to-day teaching as well as video-conferencing; interactive whiteboards (IWBs) and a new Interactive Flat Panel Display (IFPD) unit are distributed throughout the Education classrooms for faculty and student use. Teaching and learning spaces include lecture theatres, classrooms, laboratories, computer labs, academic offices, library/study space, athletic facilities, a cafeteria, bookstore, audio-visual services, Teaching Hub, NUSU Student Centre, and administrative offices. The research wing for both Education and Arts also offers 18 000 square feet of teaching, learning, research, and office space.

While the teacher education programs make use of the university's 11 lecture theatres, most education classes are held in classrooms accommodating approximately forty students. Fifteen classrooms, totalling 12 498 square feet, are dedicated to teacher education programs. The classrooms are wired for laptop computer use and have movable tables and chairs to facilitate modelling of a variety of teaching methods and learning activities. Internet access is available through wireless technology. In addition, five specialty classrooms are used including two science laboratories, a music room, an art room, and a computer lab. These rooms are also wired for computer and Internet use.

Education courses also make appropriate and relevant use of off-campus sites for education; these include but are not limited to North Bay schools and community agencies, outdoor education facilities, and international partnerships.

### **Library Resources**

**The Harris Learning Library includes group and individual study spaces, a treaty room, seminar rooms, and function rooms. The fully automated library offers students access to almost 180 000 volumes, as well as over 5,000 journals for reference, research, and**

reading. A wide range of literature is also available on-line and can be accessed from school, home, or during practicum ([information here](#)).

### Harris Learning Library



The Library is a three-story building of 57,210 square feet. Seating capacity is 537, in a variety of spaces including silent study, lounge areas, collaborative table seating, group study rooms (total of 12) and individual rooms available for students requiring accommodations (total of 7). During operational hours (Sept-Apr open Mon-Thurs, 8 am – 10:30 pm, Fri. 8 am – 6 pm, Sat-Sun 10:00 am – 5:30 pm), the Library provides wireless access, desktop computers for student use, as well as printing, scanning, photocopying, and audio-visual preview facilities. The Library Service Desk is staffed during the opening hours of the Harris Learning Library and provides reference service in person and via email and phone (including a toll-free number). Individual Research Appointments with Librarians are also available.

The Harris Learning Library collection includes books, e-books, print and online journals, and audiovisual materials such as films and kits. The kit area contains a wide variety of resources such as puppets, manipulatives, games, puzzles, musical instruments, anatomical models, sports equipment etc. that can all be borrowed. Liaison Librarians collaborate with faculty to select resources for the collection to support coursework and research activities. In addition to borrowing from the Library collections, students, staff, and faculty can request resources through Interlibrary Loan, which provides access to a vast array of materials housed in Canadian academic libraries.

### Technology Resources

**University Technology Services (UTS)** is dedicated to assisting all members of the Nipissing University community make effective use of a wide range of information technologies. Highly skilled and customer service-oriented staff ensure University members are able to optimize their academic and professional endeavours through the use of technology. UTS staff a Help Desk in A139 that provides support in the use of standard and instructional software as well as photographic and videographic services. This area also supports ID Card processing, media

production, and video conferencing (click [here](#) for full UTS information). The PrintPlus campus printing service allows students and faculty to print most common documents to selected printers on campus. The web printing service is compatible with wireless networks. You do not need to install any print drivers to use this service.

### **Other Program Resources**

Program materials are well documented in individual course outlines. Every effort is made to ensure that resources are relevant to the division that is being taught (i.e., Primary, Junior, Intermediate, Senior) as well as to the program (i.e., B.Ed. Concurrent, B.Ed. Consecutive, ITEP, TILSL).

### **Practicum Details**

Teacher candidates in the Schulich School of Education have the opportunity to complete their practicum in over 50 of the 76 district school boards in Ontario including both the Public Secular (English schools only) and Public Separate (English schools only) systems. We also place students in several First Nations and School Authority contexts, as well as select Private and Independent Schools in Ontario.

This section provides information about the number of practicum weeks, selection of Associate Teachers, supports provided to Associate Teachers and teacher candidates, and the role of Faculty Advisors. Information is provided on practicum details unique to our ITEP and TILSL programs as well as details about the student-directed Community Leadership Experiences (CLEs). Throughout, it includes links to the Practicum Handbooks (i.e., created for Teacher Candidates, Associate Teachers, Community Leadership Experience Partners, and Faculty Advisors), as well as links to the ITEP and TILSL Program Booklets.

### **Number of Practicum Weeks**

The number of weeks allocated to practicum varies depending on the program. The table below shows a summary of the number of weeks allocated per year of each program. The Practicum Handbooks for each program further break down the number of weeks allocated per session as well as providing a detailed description of expectations for each session. Consecutive and Concurrent teacher candidates spend an additional 60 hours engaged in a Community Leadership Experience (CLE) thus providing additional experiences beyond the 18-week requirement.


<b>Year</b>	<b>B.Ed. Consecutive</b>	<b>B.Ed. Concurrent</b>	<b>ITEP</b>	<b>TILSL</b>
1 (5)	8 weeks	8 weeks	8 weeks	8 weeks
2 (6)	11 weeks (plus 60 hrs CLE)	11 weeks (plus 60 hrs CLE)	5 weeks (plus 60 hrs CLE)	5 weeks (plus 60 hrs CLE)
3	NA	NA	6 weeks	6 weeks
<b>Total</b>	<b>19 weeks (plus 60 hrs CLE)</b>	<b>19 weeks (plus 60 hrs CLE)</b>	<b>19 weeks (plus 60 hrs CLE)</b>	<b>19 weeks (plus 60 hrs CLE)</b>

In most cases, teacher candidates complete all weeks of practicum in their respective divisions (i.e., Primary and Junior; Junior and Intermediate; Intermediate and Senior), with one school board, in two or three different schools. The geographical boundaries for ITEP and TILSL placements extend as far north as Attawapiskat, as far south as Walpole Island First Nation, and as far east as the Akwesasne Reserve in Cornwall. In all cases, ITEP and TILSL teacher candidates are paired with a teacher who is registered with the Ontario College of Teachers.

**B.Ed. Program Schedules for Courses and Practicum**

					
BEd Schedule Program Year One/Five 2024-25					
Fall Term 2024			Winter Term 2025		
Aug 26-30	No classes		Dec 30-Jan 3	No classes	
Sep 2-6	Classes	Labour Day - Sep 2 Practicum Class- Sep 6	Jan 6-10	Classes	
Sep 9-13	Classes	FVGC, MQL and Concession Due Sep 9 Practicum Class- Sep 13 Faculty Advisor Meeting- Virtual & Professional Day- Sep 20	Jan 13-17	Classes	
Sep 16-20	Classes		Jan 20-24	Classes	Practicum Class Jan 24
Sep 23-27	Classes		Jan 27-31	Classes	
Sep 30-Oct 4	Classes	National Day for Truth and Reconciliation- Sep 30	Feb 3-7	Classes	
Oct 7-11	Practicum		Feb 10-14	Practicum	
Oct 14-18	Practicum	Thanksgiving Day- Oct 14	Feb 17-21	Practicum	Family Day - Feb 17
Oct 21-25	Practicum		Feb 24-28	Practicum	
Oct 28 -Nov 1	Practicum		Mar 3-7	Practicum	
Nov 4-8	Practicum Buffer Week	Arrange to make up missed practicum days this week.	Mar 10-14	March Break	No classes/no practicum
Nov 11-15	Classes	Remembrance Day- Nov 11	Mar 17-21	Classes	Practicum Class Mar 21
Nov 18-22	Classes	Ontario College of Teachers Nov 22 EOAO Nov 22	Mar 24-28	Classes	
Nov 25-29	Classes		Mar 31-Apr 4	Classes	
Dec 2-6	Classes		Apr 7-11	Classes	
Dec 9-13	Classes/Exams		Apr 14-18	Classes/Exams	Good Friday - Apr 18
Dec 16-20	Exams		Apr 21-25	Exams	Easter Monday - Apr 21

\*Classes are not scheduled during practicum weeks.

					
BEd Schedule Program Year Two/Six 2024-25					
Fall Term 2024			Winter Term 2025		
Aug 26-30	No classes		Dec 30-Jan 3	No classes	
Sep 2-6	Classes	Labour Day - Sep 4	Jan 6-10	Classes	
Sep 9-13	Classes	FVGC, MQL due to Practicum Office Sep 9 Practicum Class- Sep 13 Faculty Advisor Meeting- Virtual- Sep 20	Jan 13-17	Classes	
Sep 16-20	Classes		Jan 20-24	Classes	
Sep 23-27	Classes	Practicum Class- Sep 27	Jan 27-31	Classes	
Sep 30-Oct 4	Classes	National Day for Truth and Reconciliation - Sep 30	Feb 3-7	Classes	
Oct 7-11	Practicum		Feb 10-14	Classes	
Oct 14-18	Practicum	Thanksgiving - Oct 14	Feb 17-21	Exams	Family Day - Feb 17
Oct 21-25	Practicum		Feb 24-28	CLE	Community Leadership Experience (CLE)- minimum 60-hour placement completed within these weeks. March Break- Mar 10- 14
Oct 28 -Nov 1	Practicum		Mar 3-7	CLE	
Nov 4-8	Practicum		Mar 10-14	CLE	
Nov 11-15	Classes	Remembrance Day- Nov 11 Federations & CEO- Nov 15	Mar 17-21	Practicum	
Nov 18-22	Classes	Ontario College of Teachers Nov 22	Mar 24-28	Practicum	
Nov 25-29	Classes	Practicum Class- Nov 29	Mar 31-Apr 4	Practicum	
Dec 2-6	Classes		Apr 7-11	Practicum	
Dec 9-13	Classes/Exams		Apr 14-18	Practicum	Good Friday - Apr 18
Dec 16-20	Exams		Apr 21-25	Practicum	Easter Monday - Apr 21

\*Classes are not scheduled during practicum weeks.

\* Full, detailed versions of these B.Ed. Program/Practicum schedules are available in Appendix 36, or online [here](#).

**ITEP/TILSL Program Schedules for Courses and Practicum**

ITEP/TILSL Schedule Program Year 1								
Spring/Summer 2024			Fall 2024			Winter 2025		
Apr. 29 – May 3			Sept 2 – 6	Online Class	Labour Day Sept 2	Jan 6 - 10	Online Class	
May 6 - 10	Online Class		Sept 9 - 13	Online Class		Jan 13 - 17	Online Class	
May 13 - 17	Online Class		Sept 16 - 20	Online Class		Jan 20 - 24	Online Class	
May 20 - 24	Online Class	Victoria Day May 20	Sept 23 - 27	Online Class		Jan 27 - 31	Online Class	
May 27 - 31	Online Class		Sept 30 – Oct 4	Online Class	TRC Day Sept 30	Feb 3 - 7	Online Class	
June 3 - 7	Online Class		Oct 7 - 11	Practicum		Feb 10 - 14	Practicum	
June 10 - 14	Online Class		Oct 14 - 18	Practicum	Thanksgiving Oct 14	Feb 17 - 21	Practicum	Family Day Feb 17
June 17 - 21	No classes		Oct 21 - 25	Practicum		Feb 24 - 28	Practicum	
June 24 - 28	No classes		Oct 28 – Nov. 1	Practicum		Mar 3 - 7	Practicum	
July 1 - 5	On-campus Classes	Canada Day July 1	Nov. 4 - 8	Practicum	Buffer Week	Mar 10 - 14	March Break	
July 8 - 12	On-campus Classes		Nov. 11 - 15	Online Class	Remembrance Day Nov 11	Mar 17 - 21	Online Class	
July 15 - 19	On-campus Classes		Nov.18 - 22	Online Class		Mar 24 - 28	Online Class	
July 22 - 26	On-campus Classes		Nov. 25 - 29	Online Class		Mar 31 – Apr 4	Online Class	
July 29 – Aug 2	On-campus Classes		Dec. 2 - 6	Online Class		Apr 7 - 11	Online Class	
Aug 5 - 9	No classes	Civic Holiday Aug 5	Dec. 9 - 13	No classes		Apr 14 - 18	No classes	Good Friday Apr 18
Aug 12 - 16	No classes		Dec. 16 - 20	No classes		Apr 21 - 25	No classes	Easter Monday Apr 21
Aug 19 - 23	No classes		Dec. 23 - 27	No classes		Apr 28 – May 2	No classes	
Aug 26 - 30	No classes		Dec. 30 – Jan 3	No classes				



ITEP/TILSL Schedule Program Year 2								
Spring/Summer 2025			Fall 2025			Winter 2026		
Apr. 28 – May 2			Sept 1 – 5	Online Class	Labour Day Sept 2	Jan 5 - 9	Online Class	
May 5 - 9	Online Class		Sept 8 - 12	Online Class		Jan 12 - 16	Online Class	
May 12 – 16	Online Class		Sept 15 - 19	Online Class		Jan 19 - 23	Online Class	
May 19 - 23	Online Class	Victoria Day May 19	Sept 22 - 28	Online Class		Jan 26 - 30	Online Class	
May 26 - 30	Online Class		Sept 29 – Oct 3	Online Class	TRC Day Sept 30	Feb 2 - 6	Online Class	
June 2 - 6	Online Class		Oct 6 - 10	Practicum		Feb 9 - 13	Online Class	
June 9 - 13	Online Class		Oct 13 - 17	Practicum	Thanksgiving Oct 13	Feb 16 - 20	Online Class	Family Day Feb 16
June 16 - 20	No classes		Oct 20 - 24	Practicum		Feb 23 - 27	Online Class	
June 23 - 27	No classes		Oct 27 – 31	Practicum		Mar 2 - 6	Online Class	
June 30 – July 4	No classes	Canada Day July 1	Nov. 3 - 7	Practicum		Mar 9 - 13	March Break	
July 7 - 11	On-campus Classes		Nov. 10 - 14	Practicum	Remembrance Day Nov. 11 Buffer Week	Mar 16 - 20	CLE	Community Leadership Experience (60 hrs)
July 14 - 18	On-campus Classes		Nov.17 - 21	Online Class		Mar 23 - 27	CLE	
July 21 - 25	On-campus Classes		Nov. 24 - 28	Online Class		Mar 30 – Apr 3	CLE	Good Friday Apr 3
July 28 – Aug 1	On-campus Classes		Dec. 1 - 5	Online Class		Apr 6 - 10	CLE	Easter Monday Apr 6
Aug 4 - 8	On-campus Classes	Civic Holiday Aug 5	Dec. 8 - 12	Online Class		Apr 13 - 17	No classes	
Aug 11 - 15	No classes		Dec. 15 - 19	No classes		Apr 20 - 24	No classes	
Aug 18 - 22	No classes		Dec. 22 - 26	No classes		Apr 27 – May 1	No classes	
Aug 25 - 29	No classes		Dec. 29 – Jan 2	No classes				

ITEP/TILSL Schedule Program Year 3								
Spring/Summer 2026			Fall 2026			Winter 2027		
Apr. 27 – May 1	No classes		Aug 31 – Sept 4	No classes	Labour Day Sept 2	Jan 4 - 8	Online Class	
May 4 - 8	Online Class		Sept 7 - 11	Online Class		Jan 11 - 15	Online Class	
May 11 – 15	Online Class		Sept 14 - 18	Online Class		Jan 18 - 22	Online Class	
May 18 - 22	Online Class	Victoria Day May 18	Sept 21 - 27	Online Class		Jan 25 - 29	Online Class	
May 25 - 29	Online Class		Sept 28 – Oct 2	Online Class	TRC Day Sept 30	Feb 1 - 5	Online Class	
June 1 - 5	Online Class		Oct 5 - 9	Online Class		Feb 8 - 12	Online Class	
June 8 - 12	Online Class		Oct 12 - 16	Practicum	Thanksgiving Oct 12	Feb 15 - 19	Online Class	Family Day Feb 16
June 15 - 19	No classes		Oct 21 - 25	Practicum		Feb 22 - 26	Online Class	
June 22 - 26	No classes		Oct 26 – 30	Practicum		Mar 1 - 5	Online Class	
June 29 – July 3	No classes	Canada Day July 1	Nov. 2 - 6	Practicum		Mar 8 - 12	March Break	
July 6 - 10	On-campus Classes		Nov. 9 - 13	Practicum	Remembrance Day Nov 11.	Mar 15 - 19	No classes	Alternate dates for Practicum
July 13 - 17	On-campus Classes		Nov.16 - 20	Practicum		Mar 22 - 26	No classes	Alternate dates for Practicum
July 20 - 24	On-campus Classes		Nov. 23 - 27	Online Class		Mar 29 – Apr 2	No classes	Alternate dates for practicum Good Friday Apr 2
July 27 – 31	On-campus Classes		Nov 30 – Dec 4	Online Class		Apr 5 - 9	No classes	Alternate dates for practicum Easter Monday Apr 5
Aug 3 - 7	On-campus Classes	Civic Holiday Aug 3	Dec. 7 - 11	Online Class		Apr 12 - 16	No classes	Alternate dates for practicum
Aug 10 - 14	No classes		Dec. 14 - 18	Online Class		Apr 19 - 23	No classes	Alternate dates for practicum
Aug 17 - 21	No classes		Dec. 21 - 25	No classes		Apr 26 – 30	No classes	
Aug 24 - 28	No classes		Dec. 28 – Jan 1	No classes				

## Practicum Handbooks

*Each teacher candidate, Associate Teacher, Community Leadership Experience (CLE) partner, and Faculty Advisor, regardless of program, is provided with individualized support through our comprehensive Practicum Handbooks:*

- Practicum I Handbook (EDUC 4714): Year 1/5, B.Ed. Program ([here](#) and in Appendix 12)

- Practicum II Handbook (EDUC 4855): Year 2/6, B.Ed. Program ([here](#) and in Appendix 13)
- Community Leadership Experience (CLE) Handbook (EDUC 4858) ([here](#) and in Appendix 14)
  
- Practicum I Handbook (EDUC 4714): Indigenous Teacher Education Program (ITEP) and Teacher of Indigenous Language as a Second Language (TILSL) Program (Appendix 15)
- Practicum II Handbook (EDUC 4814): Indigenous Teacher Education Program (ITEP) and Teacher of Indigenous Language as a Second Language (TILSL) Program (Appendix 16)
- Practicum III Handbook (EDUC 4914): Indigenous Teacher Education Program (ITEP) and Teacher of Indigenous Language as a Second Language (TILSL) Program (Appendix 17)

Detailed practicum information is available on our Practicum website ([here](#)) for all key stakeholders including our Associate Teachers, Faculty Advisors, and Community Leadership Experience Partners.

### **Criteria and Process for Selecting Associate Teachers**

School board personnel are contacted in the spring of each year requesting Associate Teachers and schools for the following year. In some cases, placements are arranged through school board personnel, and in other cases, they are arranged by contacting principals directly. Supply and demand with individual school boards varies yearly depending on the number of teacher candidates requesting individual boards. Some school boards that regularly take a high number of Nipissing teacher candidates have many repeat Associate Teachers from year to year.

Some of the ideal characteristics of a Nipissing Associate Teacher, regardless of program, are to:

- be registered with the Ontario College of Teachers and be a member in good standing;
- have a minimum of one or more years of teaching experience (depending on supply and demand it may be necessary to assign a teacher candidate to an Associate Teacher with 1- or 2-years' worth of experience);
- demonstrate leadership skills;
- model excellence in teaching and professionalism;
- be team players and model life-long learning;
- model the Catholic faith if working in Catholic boards.

The role of the Associate Teacher is described in greater detail in the *Practicum Handbooks*.

### **Faculty Advisors**

Nipissing's commitment to teacher candidates, Associate Teachers, principals, and Community Leadership Experience partners is evident in the practice of assigning Faculty Advisors to support and mentor groups of teacher candidates for the entire practicum. Each Faculty Advisor is assigned to a small group of teacher candidates who meet with each of them several times during their program. The roles and responsibilities of Faculty Advisors are further detailed under *Supports Available to Associate Teachers* and *Supports Available to Teacher Candidates*. Faculty Advisors also observe and evaluate at least one lesson per program year, for each teacher candidate within their designated group.

### **Faculty Advisor (Supervision) Practices, and Roles and Responsibilities that Support Teacher Candidates in Practicum Placements**

Faculty Advisors are assigned to a group of teacher candidates in a particular geographic area to supervise for the year. Faculty advisors are highly experienced practitioners, usually on part-time contract with the university. All Faculty Advisors are invited to participate in in-service training at the beginning of each academic year; at this time, they are provided with a copy of the *Faculty Advisor Practicum Handbook* that outlines supervision and evaluation practices, agendas for face-to-face meetings, and other relevant information. Faculty Advisors meet with their teacher candidate groups once a year, and also visit them in the schools. In Year 1/5, teacher candidates and Faculty Advisors collaborate to create a goal setting plan following a Fall Term or Winter Term visit. In Year 2/6, Faculty Advisors provide a formal evaluation during the Fall Term practicum. Faculty Advisors are also available for ongoing mentorship and support during all practicum blocks.

### **Supports Available to Associate Teachers to Assist Them in Their Role**

Associate teachers are provided with a detailed Welcome Email communication for each placement (see *Welcome Email* sample in our supporting documentation). Principals are provided with necessary information for hosting a teacher candidate as well (see *Information for the Principal* in our supporting documentation).

The Practicum Handbook contains supporting information about mentoring, supervising, and providing feedback to teacher candidates (see Practicum I Handbook, pages 11-14). Teacher candidates are asked to complete the “Teacher Candidate Profile” form, and submit that to the Associate Teacher prior to the start of practicum. Teacher candidates are also encouraged to speak with their Associate Teacher by phone/internet prior to practicum.

Carefully timed reminders from the Practicum Office are sent to all Associate Teachers with electronic copies of all documents attached. Associate Teachers are invited to contact the Practicum Office at any time.

In addition, Faculty Advisors are assigned to a group of teacher candidates for their entire practicum. These Advisors also meet with Associate Teachers in a variety of ways:

- Faculty Advisors visit Associate Teachers and, in some instances, principals to discuss the practicum. These meetings can be facilitated one-on-one or can include the teacher candidate.
- Dependent upon the needs of individual boards, meetings and workshops are negotiated with teacher candidates, Associate Teachers, and Faculty Advisors.
- Faculty Advisors are available throughout the practicum weeks in person, by phone, or by email. If Associate Teachers contact the Practicum Office during the practicum, we ensure that Faculty Advisors respond to them within 24 hours where possible.
- Faculty Advisors have continuous dialogue with Associate Teachers throughout the practicum.
- Faculty Advisors meet informally with Associate Teachers to answer questions and to assist in evaluation when necessary.
- The evaluation form is available in hard copy and on Nipissing’s website; growth descriptors are available in the *Practicum Handbooks*. Associate Teachers are provided with written support to access the form through the online portal (WebAdvisor).
- *Practicum Handbooks* are available on the Schulich School of Education website and a link to the Handbook is provided in the Associate Teacher’s Welcome Email communication.

- Many Faculty Advisors have been assigned to the same geographic route for many years in order to build rapport with Associate Teachers and principals in that particular area of the province.

### **Practicum Details Unique to the ITEP and TILSL Programs**

Teacher candidates are placed under the supervision of Associate Teachers who are certified and experienced. It is usually the school principal who assigns Associate Teachers although, on occasion, requests may be made by the Principal of Indigenous Programs for particularly strong teachers.

The Associate Teacher is a key player in the development of new teachers and, as such, time and effort is made to get to know the Associate Teachers in the ITEP and TILSL programs. Having a smaller number of teacher candidates enables a more collaborative process to evolve. This in turn leads to better communication and better support for teacher candidates. The mentoring process is enhanced by the availability of faculty to the Associate Teacher and teacher candidate. The personalization of the practicum, through contact with the Associate Teacher before, during, and after the practicum, results in ideas and concerns being exchanged in a positive fashion which in turn promotes continuous skill development and higher retention rates.

Signed evaluation forms are submitted after each practicum indicating the success and attendance of the teacher candidate. On occasion a personal issue may arise resulting in the interruption of a practicum. Every effort is made to fairly ascertain the reasons for such an interruption. In all cases where there is a valid reason for the interruption, teacher candidates, in conjunction with their Associate Teacher and the university, make up for time missed. SSoE administration may allow for an extension should a teacher candidate not be able to complete the practicum within the time allotted. Occasionally, teacher candidates who miss some time opt to extend their placements to further refine their skills. Any teacher candidate who is found to be neglectful of their responsibilities will not receive a passing grade in their practicum, which would result in not successfully completing the program.

Teacher candidates are expected to work collaboratively with their Associate Teacher. Guidelines are provided to the teacher candidate and Associate Teacher that clearly outline expectations and best practice. For example, all teacher candidates are expected to be familiar with the OCT *Foundations of Professional Practice*, and to conduct themselves in accordance with the stated expectations of these standards. In addition, candidates are expected to:

- Be punctual;
- Discuss all planning and responsibilities with Associate Teachers;
- Keep daily reflective journals;
- Write lesson plans using the format established by the SSoE;
- Assume responsibilities assigned by the Associate Teacher;
- Follow established rules and routines;
- Be consistent, approachable and open to suggestions;
- Be well-prepared; and
- Conduct themselves in a manner that is professional and above reproach.

### **Community Leadership Experience (CLE) Details Unique to Consecutive and Concurrent Programs**

The Community Leadership Experience is a compulsory, self-selected, 60-hour volunteer experience. During Year 2/6 of the B.Ed. program, and Year 2 of ITEP and TILSL, teacher candidates may utilize the defined time period that is scheduled for the CLE, or may begin earlier at the approval of the Practicum Office. The Schulich School of Education supports and endorses limited opportunities for teacher candidates that are application-dependent or that incur additional costs.

### **International Trips**

The Schulich School of Education has offered international practicum experiences for the past 23 years, impacting the professional lives of approximately 1500 teacher candidates. Since 2017, these trips have been counted as a form of CLE placement. Trip destinations have varied and have included Cameroon, China, Costa Rica, Ecuador, Egypt, England, France, Italy, Jamaica, Kenya, and Nicaragua. One of the unique features of the Nipissing international practicum is the active participation and leadership of Faculty facilitators, who guide and mentor teacher candidates as they further develop their teaching skills while being immersed in the culture of a local community. The following two publications, co-edited by Faculty facilitators, have documented student/faculty accounts of these international trips.

Richardson, C., & Richardson, W. (Eds.). (2009). *The international experiences of first-year teachers*. Teneo Press.

Corkett, J., Jarvis, D. H., Scott, J., & Steele, A. (Eds.). (2018). *Beyond and within: Living and teaching in majority world countries*. CreateSpace.

In rural contexts, teacher candidates have often needed to plan and implement lessons without the resources that Ontario teachers take for granted (e.g., Internet, laptops, data projectors). Planning collaboratively, teacher candidates teach to the national curriculum, yet from a Canadian perspective. Participants have also engaged in a variety of extra-curricular activities to support the local community and to become more familiar with culturally diverse understandings and ways of knowing and being.

### **Domestic (Canadian) Trips**

Since 2017, the Schulich School of Education has offered two additional domestic destination trips in response to unique populations:

- Five trips have taken place to the Francophone community of Trois Pistoles, Quebec, each with approximate 10-15 FSL teacher candidates accompanied by one Faculty facilitator. Partnering with Western University's nearly century-old [French Immersion School](#), and funded in part by the federal government, the Schulich School of Education has organized these culturally immersive experiences. Staying with local Francophone families, teacher

candidates volunteer and participate in numerous school- and community-based activities for the purposes of enhancing their French language proficiency and cultural knowledge (a research paper focusing on these trips is available [here](#)).

- CLE placements have also taken place in Fort Albany, a remote community on the James Bay coast in Ontario. Within the Cree First Nation, and accessible only by air and winter road, teacher candidates have engaged with First Nations youth at Peetabeck Academy, the community's K-12 school. Additionally, teacher candidates have organized and led a number of community-based activities and participated in land-based winter activities and traditional cultural teachings.

The COVID-19 pandemic led to the cancellation of all CLE international and domestic trips for the years 2020-2024. We are hopeful that these trips will once again become possible in Winter Term 2025. Submitted proposals include CLE teacher candidate trips to Angers, France and to Costa Rica, both of which locations have been visited previously with school partnerships already established.

### ***Assessment and Evaluation of Teacher Candidates***

As per the performance pathway of our conceptual framework, successful completion of the Bachelor of Education degree in the Schulich School of Education is grounded in successful performance in coursework at the university as well as successful completion of practicum. Details regarding assessment and evaluation in practicum and coursework are provided in this section as well as academic regulations and policies regarding admission, progression, and degree completion.

## **Policies and Procedures for Course Work and Practica**

### **Performance in Practicum**

**All teacher candidates are assessed during practicum by both their Associate Teacher(s) and Faculty Advisors. In addition to an Associate Teacher, teacher candidates in the ITEP or TILSL programs are assessed by a faculty member or by the Principal of Indigenous Education Programs.**

### **Practicum Assessment Criteria**

**Interim practicum assessment includes the following skills and attitudes: responsibility, organization, communication, collaboration, initiative, and self-regulation; achievement levels include high degree of effectiveness through to a limited degree of effectiveness. Knowledge and skills for final practicum assessment include professional responsibility, commitment to learners, instructional process, and management and communication. Possible ratings include: Meets Expectations with Excellence, Meets Expectations, and Does Not Meet Expectations. Assessment for growth in practicum includes a description of the teacher candidate's strengths as well as recommended next steps for their development. Assessment and evaluation forms are provided in the Practicum Handbooks and through the online portal (WebAdvisor).**

### **Practicum Goal Setting Plan**

All Year 1/5 teacher candidates collaborate with their Faculty Advisor post-observation to create a Practicum Goal Setting Plan (see page 24 of the *B.Ed. Program Practicum I Handbook*).

### **Teacher Candidate Growth Plan**

While meeting with each teacher candidate who has been reviewed by the Practicum Committee and allowed to proceed, and inviting the teacher candidate to help formulate the document, the Associate Dean, who chairs the Practicum Committee, creates a *Teacher Candidate Growth Plan* which is shared with and signed by the teacher candidate (see page 25 of the *B.Ed. Program Practicum I Handbook*).

### **Policy for Determination of Final Grade in Practicum**

The Practicum Office monitors the progress of all Year 1/5 and 2/6 teacher candidates throughout the academic year. The Principal of Indigenous Education Programs monitors the progress of all Year 1, 2, and 3 teacher candidates in the ITEP and TILSL programs. All documentation relating to any teacher candidate who has received an overall rating of “Does Not Meet Expectations” on any practice teaching report is provided in full to the Practicum Committee (comprised of five elected, full-time faculty members; chaired by the Associate Dean). This committee reviews all relevant documentation including Associate Teacher reports, Faculty Advisor reports, and a Reflection Letter submitted by the student at risk, and, after thorough discussion, determines a final grade of Pass/Fail, and whether or not an additional placement attempt to meet practicum course expectations will be granted.

### **Performance in Coursework**

Faculty members use a wide variety of diagnostic, formative, and summative assessment strategies in their courses. These can be reviewed in the Course Outlines that are included in the supporting documentation. Instructors discuss and model best practices in assessment and evaluation. In general, the following kinds of teacher candidate performance assessments are utilized in the program.

- Evaluating one’s own performance or product (e.g., audio/video taping and analyzing one’s own teaching in the practicum to identify strengths and areas for improvement)
- Evaluating a peer’s performance or product (e.g., providing feedback on a lesson)
- Participating in peer and instructor conferencing
- Participating in simulations (e.g., Identification, Placement, and Review Committees (IPRCs), Individual Education Plans (IEPs))
- Keeping reflective journals, response journals, and literature logs
- Making individual and group presentations

- Developing brochures, webpages, portfolios, lesson plans, unit plans (subject-specific and integrated studies), manipulatives, and collections of relevant materials
- Conducting interviews, investigations, literature reviews, and Internet searches
- Conducting structured observations during the practicum and reporting results
- Writing philosophies of education, personal narratives, journal article reviews, term papers
- Completing tests and final examinations (where applicable)

Faculty members provide teacher candidates with written instructions for completing individual assignments. These assignment sheets are handed out and discussed in class (see Course Outlines). Faculty also provide and discuss criteria for the assessment of individual assignments. Very often the criteria are expanded into rubrics modelling the Ontario Curriculum's Achievement Levels. Examples of assignment sheets, assessment criteria, and rubrics may be found in the course outlines and elsewhere in the supporting documentation. Teacher candidate grades are based upon the course assignment work and on final examinations, where applicable. While a small number of B.Ed. instructors choose to include final examinations in their courses where they feel this type of assessment best reflects the course content and learning outcomes (see for example, PJ Math, EDUC 4747, Jarvis), the majority of instructors generally choose to base course assessment on some combination of quizzes/tests, written assignments, projects, or studio/performance assessments within each course. Instructors are required to discuss with the class the basis for assessment, specifying the relative weight of each in-class activity, written assignment, or assessment item. Any penalties for late assignments should be clearly stated in course outlines. Methods for determining final grades must be discussed with students within the time frame Senate has approved for late course registration. Further details as well as an overview of the *NU Evaluation and Grading System Policy* in courses are available [here](#). This includes a description of how a final grade is determined for a course, performance criteria for letter grades and their percentage equivalents, and information on final examinations. The *NU Final Examinations Policy* is available [here](#).

### **Academic Regulations and Information Governing Admissions, Progression from Year to Year, and Degree Completion**

The Schulich School of Education adheres to academic regulations that are authorized by the Academic Senate of Nipissing University. Information regarding admissions, progression from year to year, and degree completion are provided in the *Nipissing University Academic Calendar (2023-24)* ([here](#)).

### **Admission Requirements**

Students seek admission to various programs in the Schulich School of Education. Information on how to apply is provided to students at the following webpages:

- Concurrent B.Ed. Degree Program Admissions ([here](#))
- Consecutive B.Ed. Degree Program Admissions ([here](#))
- Indigenous Teacher Education Program Admissions ([here](#))
- Teaching Indigenous Language as a Second Language Program Admissions ([here](#))

### **Progression Requirements**



As noted above, B.Ed. teacher candidates are assessed through coursework and practicum, and must abide by NU's *Academic Standing and Progression Policy* (see [here](#)).

This policy states that the B.Ed. 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 Concurrent); EDUC 4714 *Practicum I*; EDUC 4855 *Practicum II*; and EDUC 4858 *Community Leadership Experience*. Concurrent students must complete their Nipissing Honours degree, including the Concurrent Education specific courses by the end of April in Year 4 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 B.Ed. Year 5 transition is being made. In order to progress to Year 2/6 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 Practicum I to progress to Year 2 (Consecutive) and Year 6 (Concurrent).

### **Degree Requirements**

Details regarding the requirements for each division and each program are available [here](#).

### **Successful Completion of Consecutive and Concurrent B.Ed.**

To qualify for completion of the Consecutive or Concurrent Bachelor of Education degree, and to be recommended by the Dean for certification with the Ontario College of Teachers, teacher candidates must obtain a pass in *Practicum I* and *Practicum II*, and must obtain a minimum overall average of 70% in all courses, with at least 60% in each course.

### **Successful Completion of ITEP and TILSL**

To qualify for completion of the Indigenous Teacher Education Program (ITEP) or the Teacher of Indigenous Language as a Second Language (TILSL) Program, and to be recommended by the Dean for certification with the Ontario College of Teachers, teacher candidates must obtain a pass in *ITEP/TILSL Practicum I*, *ITEP/TILSL Practicum II*, and *ITEP/TILSL Practicum III*, and must also obtain a minimum overall average of 70% in all courses, with at least 60% in each course.

ITEP and TILSL students who successfully complete the first year of their respective programs (including 6 weeks practicum) are eligible to receive a Multi-Session Transitional Certificate of Qualification. Students who complete an undergraduate degree within ten years of completing the requirements for a teaching certificate and who obtain an overall average of 70% on the required courses in the ITEP or TILSL program will be eligible for a Bachelor of Education degree.

### **Information on Learning and Achievement of Candidates**

***Integration of Theory into Practice***

Faculty and teacher candidates within the Schulich School of Education at Nipissing University *apply professional knowledge and understanding of the student, curriculum and teaching and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. They modify and refine teaching practice through continuous reflection (OCT, 1999, p.5).* The application of theory into practice (praxis) is evident throughout our two Conceptual Models described above, within the four programs, and in our cyclical review documents.

**Practicum as Experiential Learning**

The practicum experience provides a strong basis for connecting theory and practice. Learning resulting in changed behaviour occurs through the interaction of self and situation. Kolb and his colleagues called this process experiential learning (Kolb & Fry, 1975; Kolb, 1984; Kolb & Lewis, 1986), a cyclical process involving four phases. The learner engages in a concrete experience, reflects on the experience, formulates a concept or generalization, and then tests the implications of the concept through changed behaviour of some kind. This provides a new experience, which is reflected upon in turn. The learner can begin at any of the four activities and proceed through the cycle. Change occurs through repetition of Kolb's cycles for the purpose of achieving personally significant goals.

Experiential learning is built into the teacher education programs at the macro and micro levels. At the macro level, the student experiences alternating periods of practicum placement and university study designed to support teacher candidates as they reflect on the experience and generate new concepts. Subsequent practicum placements, including Community Leadership Experiences (CLEs) placements (beyond the 18-week provincial requirement) allow teacher candidates to repeat this cycle of new learning, reflection, and application of new learning. Accountability in the form of university assignments focusing on preparation for the practicum and evaluation of teaching success during the practicum support the theory-into-practice connection.

At the micro level, the experiential learning cycle is applied daily during both the practica and the university courses. During practicum, teacher candidates are required to plan daily lessons using the Schulich School of Education lesson planning template and expectations from the Ontario Curriculum; implement the lesson using a cycle of assessment and instruction; and reflect on personal effectiveness as it relates to successful implementation of the lesson, student learning, and next steps. Teacher candidates are held accountable through ongoing assessment of lesson plans and reflections by the Associate Teacher and Faculty Advisor. During practica, teacher candidates,

*apply professional knowledge and understanding of the student, curriculum and teaching and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. They modify and refine teaching practice through continuous reflection (OCT, 1999, p. 5).*

### Coursework at the Schulich School of Education

Class sizes within the Schulich School of Education range from small teachable subject classes of 40-45 students. Most B.Ed. courses are worth 3 credits and are delivered in 1-, 1.5-, or 2-hour classes. These classes enable faculty to engage teacher candidates in hands-on, experiential learning through the use of a wide variety of teaching and learning methods. Educational theories are not only introduced in classes via micro-teaching activities and presentations, but teacher candidates also experience their application, and plan how to use these theories most effectively during their practicum placements. Classes include many opportunities for teacher candidates to process these experiences through collaboration, discussion, and guided practice.

The following topics/strategies and theorists are among those used in daily lesson planning (presented in their order of use on the Lesson Plan Template) within the SSoE teacher education programs.

Curriculum Strategies	Theorists
Outcomes-Based Education	Spadey
Cognitive Developmental Stages	Piaget
Pre-Assessment	Ausubel, Tomlinson & McTighe
Cognitive Developmental Stages	Piaget
Social-Emotional Stages	Erikson, Maslow, Kohlberg
Educational Dilemmas	Berlaks
Classroom Management	Bennet, Breault & Whittaker, Glasser, Dreikurs
Advance Organizers, Scaffolding, Constructivism, Visual Learning Strategies	Ausubel, Glasfeld, Hattie, Marzano, Pickering, & Pollock
Brain-Based Learning	Jensen, Scarpa, Semrud-Clickman
Growth Mindset	Dweck
Learning Styles	Kolb and McCarthy
Strategies for Teaching: Transmission, Transaction, and Transformation	Miller
Constructivism – Strategies	Duffy & Jonassen, Glasfeld
Universal Design for Learning, Multimodalities, Multiple Intelligences, Technology for Learning	Tomlinson & McTighe, New London Group, Gardner, Laferriere
Experiential Learning	Kolb
Co-operative Learning	Kagan & Kagan
Questioning for Students and Evaluation of Practicum	Bloom, Anderson & Krathwohl
Assessment: Feedback and Corrective Action	Sutton
Recursive Planning	Wiggins and McTighe
Reflective Practice	Brookfield, Schön
Action Research	McNiff, Lomax, & Whitehead; McNiff; Stringer

The Schulich School of Education Lesson Plan Template ([here](#)) provides one example of where consideration of various topics, strategies, and theories may be included in the lesson planning process and the teaching-learning-assessment cycle. Lesson plan templates are revised on an ongoing basis to reflect student needs, as well as contemporary research and language.

### Schulich School of Education Lesson Plan Template (with related theory/theorists)

Lesson Plan Information	
<b>Subject/Course:</b>	<b>Name:</b>
<b>Grade Level:</b>	<b>Date(s):</b> <b>Time(s):</b>
<b>Topic:</b>	<b>Length of Lesson:</b>

Expectation(s)
<p><b>Specific Expectation(s):</b></p> <ul style="list-style-type: none"> <li>▪ Outcomes-based education; Expectations from the <i>Ontario Curriculum</i> documents</li> </ul> <p><b>Learning Goal(s)/Refined Expectation(s):</b>  <b><i>What do I want the learners to know and/or be able to do?</i></b></p> <ul style="list-style-type: none"> <li>▪ Advance Organizers, Scaffolding, Constructivism, Visual Thinking (Ausubel; Hattie; Marzano, Pickering, &amp; Pollock)</li> <li>▪ Brain Based Learning (Jensen; Scarpa; Semrud-Clickman)</li> <li>▪ Growth Mindsets (Dweck)</li> <li>▪ Learning Styles (Kolb; McCarthy)</li> </ul> <p><b>Success Criteria (if appropriate):</b></p>

Assessment/Evaluation
<p><b>Recording Devices: anecdotal record, checklist, rating scale, rubric, success criteria</b></p> <p><b><i>Based on the application, how will I know students have learned what I intended?</i></b></p> <ul style="list-style-type: none"> <li>▪ Assessment: Feedback and Corrective Action (Sutton)</li> <li>▪ Recursive Planning (Wiggins and McTighe)</li> </ul> <p><b>Curriculum</b>            Strategy:            Recording Device:</p> <p><b>Learning Skills</b>            Skill(s):            Recording Device:</p>

Diversity and Inclusivity
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**The Learners**

- Cognitive Developmental Stages (Piaget)
- Pre-assessment (Ausubel; Tomlinson & McTighe)
- Social Emotional Stage (Erikson; Maslow; Kohlberg)
- Learning Style Dilemmas (Berlaks)
- Other theory/example (theorist)?

***What prior experiences, knowledge and skills do the learners bring with them to this learning experience? How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all learners? (include, where applicable, accommodations and/or modifications for learners identified as exceptional)***

**Learning Environment (Physical Space)**

- Description of the classroom/alternative learning environment
- Considerations regarding comfort, mobility, safety, accessibility, and conduciveness to learning

**Resources and Materials**

- Description of the resources and materials that will be required for all planned activities
- Considerations regarding adequate supplies, student safety, and any related storage/clean-up processes

**Teaching/Learning Sequence****Beginning/Activation:**

***How will I engage the learners? (e.g., motivational strategy, hook, activation of learners' prior knowledge, activities, compelling problem)***

**Middle/Action/Application/Exploration:**

***How does the lesson develop?***

***How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction; content and strategies).***

- Universal Design for Learning, Multimodalities, Multiple Intelligences, Technology for Learning (Tomlinson & McTighe);
- New London Group; Gardner; Laferriere)
- Strategies for Teaching - Transmission, Transformation, Transaction (Miller)

**End/Consolidation/Communication:**

***How will I check for understanding? What will learners do to demonstrate their learning?***

- Constructivism – Strategies (Duffy & Jonassen; Glasfeld)
- Co-operative Learning (Kagan & Kagan)

- Experiential Learning (Kolb & McCarthy)

### Reflection

#### ***What do I need to do to become more effective as a teacher in supporting student learning?***

- Action Research (McNiff, Lomax, & Whitehead; McNiff: Stringer)
- Assessment: Feedback and Corrective Action (Sutton)
- Recursive Planning (Wiggins & McTighe)
- Reflection (Brookfield, Schön)

### **Integration of Theory into Practice Unique to the ITEP and TILSL Programs**

Faculty course planning is geared to providing practical skills and knowledge to our teacher candidates. Teacher candidates are provided with opportunities to plan and develop lessons and units of study that will be of use in the classroom. Sample IEPs, reports, IPRC review processes, unit planning, role playing that addresses the cultural aspects of working in an Indigenous community, how various issues are reflected in the *Foundations of Professional Practice*, and understanding Indigenous culture are all examples of learning exercises that make practical application of theoretical situations.

Working as an Indigenous teacher in an Indigenous community requires a different approach and point of view with regard to issues such as poverty, cultural expectations, social norms, geographical consequences, etc. While there are many factors unique to Indigenous communities, there is a great deal of theory that is universally applicable. The ITEP and TILSL programs make a consistent effort to have teacher candidates obtain an appreciation of the fact that there are many ways to teach, especially towards the student strengths and gifts, and that it is necessary to be responsive to the unique strengths and needs of students and communities. It is important that we understand and appreciate fully what this means, hence the need for the opportunity of our teacher candidates to learn different approaches to the same problem.

### **Student Data**

Data for the Concurrent B.Ed., Consecutive B.Ed., ITEP, and TILSL programs from 2017 to 2024, where available, is provided in the document *Enrolment and Graduation Data* (Appendix 07) and demonstrates the long-term sustainability of our four teacher education programs (i.e., while being mindful of the effects of the global pandemic, lockdowns, board access issues, etc. on the reported data). Student program satisfaction, perceptions of the degree of connection between university degree learning and the workplace, and reported employment placement rates following graduation are presented in Appendix 08, where data from Ontario University Graduate Survey (OUGS) from 2018-20 is shared.

### **Governance and Accountability Structures**

Nipissing University has a long history in teacher education extending back to 1909 with the North Bay Normal School, through the various stages of the North Bay Teachers' College (1953), the Nipissing University College (1972), and Nipissing University (1992). Policies, procedures, and partnerships have evolved with the Faculty of Education, now known as the Schulich School of Education (2010), contributing to the short- and long-term program sustainability of the university as a whole.

Schulich School of Education faculty members serve as elected Senators; on Senate, faculty, and academic unit level committees; and are also represented on the Nipissing University Board of Governors. The Schulich School of Education's longstanding willingness and commitment to be accountable to its teacher candidates, faculty, partners, and governing bodies is well established.

### **Teacher Education Advisory Committee**

The Bachelor of Education program at Nipissing University follows Ontario Regulation 347/02: Accreditation of Teacher Programs. Within this regulation, a *Teacher Education Advisory Committee (TEAC)* is mandated to function in an advisory or liaison capacity between the Schulich School of Education and Education partners on issues related to teacher education. Nipissing's TEAC is composed of representatives from the NU Board of Governors, the Schulich School of Education (Associate Dean, Principal of Indigenous Programs, elected representatives), the Ministry of Education (Northeastern Office), the two local boards (Nipissing-Parry Sound Catholic District School Board, Near North District School Board), local federations (Ontario English Catholic Teachers' Association, Ontario Public School Teachers' Federation, Ontario Secondary School Teachers' Association, etc.), Supervisory Associations (Ontario Catholic Supervisory Officers' Association, Ontario Public Supervisory Officials' Association), and Anishinabek Education Systems. Information regarding the annual NU TEAC meetings is available [here](#).

### **Nipissing University Indigenous Council on Education**

The *Nipissing University Indigenous Council on Education (NUICE)* is an advisory council composed of representatives of Indigenous communities and organizations. *NUICE* is mandated, through direct participation in Nipissing University governance, to review, recommend, assess and advocate for all programming and activities specifically designed to support Indigenous students and to promote engagement with the Indigenous community. *NUICE* meets on a quarterly basis (information [here](#)).

### **Institutional Policies and Procedures**

Relevant institutional policies and procedures are linked throughout this submission and can be accessed on our NU Policies and Procedures website [here](#).

### **Maintenance of Student Records**

Teacher candidate performance during the courses is monitored by the instructors. In the case of the practicum, performance is monitored by Associate Teachers, Faculty Advisors, and the Practicum Office (see Practicum Details). Candidate achievement on course assignments is recorded on a continuous basis throughout the program (see Course Outlines for detailed descriptions of assessment strategies). In this regard, any problems that arise during the courses are documented and discussed with the teacher candidates involved.

Final marks are submitted online through WebAdvisor by instructors to the Dean of Education and Professional Studies (EPS) for review and approval, and are then processed by the Office of the Registrar. Recommendations for certification are sent, in the prescribed format, by the Schulich School of Education Office to the Ontario College of Teachers.

Nipissing University is a member of the Council of Ontario Universities, the Association of Universities and Colleges of Canada, and the Association of Commonwealth Universities. The Office of the Registrar is responsible for admissions and the maintenance of student records in accordance with policies approved by the Nipissing University Senate on February 12, 1993. The Nipissing University Student Records Policy is available [here](#). The Office of the Registrar uses the commercial registration system Ellucian. In accordance with the regulations of the Ministry of Colleges and Universities (MCU), each year an external audit firm (currently KPMG) reviews the enrolment reports submitted to MCU for funding and the reports are submitted to Statistics Canada.

### ***Policies and Procedures for Improvement and Quality Assurance***

The Schulich School of Education has multiple procedures in place for both internal and external review. NU Student Course Experience Surveys (SCES) were piloted in Fall Term of 2023 within Blackboard Ultra. Similar to the Student Opinion Surveys (SOS) of previous years, this software allows teacher candidates to leave feedback regarding the course and the instructor which helps instructors to improve practice. With the SCES version, instructors are also able to modify question types and content so that they relate more specifically to their particular course. Instructors in the Schulich School of Education participate in informal discussions relating to the program at B.Ed. Program Meetings and at Program and Curriculum Committee (PCC) Meetings. As well, formal reviews, such as those required by the NU Institutional Quality Assurance Protocol (IQAP) and the Ontario College of Teachers (OCT), are conducted on cycle.

#### **B.Ed. Program Attendance Policy**

In 2023, the SSoE introduced its own, Senate-approved *B.Ed. Attendance Policy* ([here](#); also as Appendix 32) to encourage regular and punctual attendance in all B.Ed. classes, and to address notable negative trends in student absenteeism, specifically following the pandemic years. This policy requires all instructors to take/facilitate attendance in all onsite B.Ed. classes, differentiates between Excused and Unexcused Absences, and provides instructors with actionable consequences in rare cases where chronic, unexcused student absenteeism becomes an issue. Here is the new policy:

**Excused Absences:** If a student is absent for illness, bereavement, religious observance, varsity athletic competitions, or other extenuating circumstances, the student will not be penalized. However, the student must provide instructors with notice in advance of the absence, or within a reasonable time frame (typically within 24 hours



or when the student could be safely and reasonably expected to do so) following the absence and are responsible for all the work and class activities that are missed during the absence. Extra readings or make-up assignments may be required. Prolonged absences due to illness should be discussed with the Director/Dean's designate and may require a Leave of Absence from the B.Ed. program.

**Unexcused Absences:** All other absences which do not fall under the excused absence criteria above will be considered unexcused absences. Further, all absences which would have qualified as excused absences but are not communicated to the instructor within a reasonable time frame (typically within 24 hours or when the student could be safely and reasonably expected to do so) will be considered unexcused absences. All unexcused absences will be counted towards the 20% threshold for class attendance as described below.

**Process:** When three unexcused absences are recorded, the instructor will inform the Director/Dean's designate and is encouraged to also submit a Student Retention Alert (SRA) via WebAdvisor. In cases where unexcused absenteeism exceeds 20% (i.e., more than 3 classes in 9-week courses; more than 2 classes in 6-week courses), the student may be excluded from submitting/presenting a major final assignment, writing a final in-class test, or writing a final examination. If an instructor chooses to exclude a student from such an evaluation, the Dean, the Director/Dean's designate, and the student must be notified in writing prior to the evaluation in question. Students who wish to appeal this decision may appeal to the Dean as per the Nipissing University Appeals and Petition Policy.

*Nipissing University acknowledges Western University's Faculty of Education, whose related attendance policy provided background and a foundation in best practices that assisted in the development of this policy.*

### **Student Feedback**

Student feedback is sought through the above-mentioned SCE Surveys for each course; through the student-elected representation on the Teacher Candidate Advisory Committee (TCAC), and through occasional SSoE surveys that have been approved by the NU Survey Management Committee (SMC). To provide timely feedback to inform both the OCT Accreditation process and the upcoming IQAP internal review process, a survey of all final Year 2/6 teacher candidates was conducted in January 2024.

### **Informal Internal Program Reviews**

The Schulich School of Education at Nipissing University is committed to ongoing review and improvement of the teacher education programs. One of the main purposes in conducting program assessment is to determine the strengths and the areas for growth. The faculty has consistently engaged in efforts to obtain meaningful feedback in order to build on the successes of the previous year, in addition to seeking ways of continually improving the delivery of the program.

The faculty continually seeks and welcomes feedback from those partners with an interest in our

programs (e.g., faculty, teacher candidates, school partners, Faculty Advisors, Teacher Education Advisory Committee (TEAC), Nipissing University Indigenous Council on Education (NUICE), Teacher Education Liaison Committee (TELC), Teacher Candidate Advisory Committee (TCAC)).

The Schulich School of Education provides a program of studies for its teacher candidates in which courses are inter-related and mutually supportive. Issues related to the programs are consistently identified and discussed in B.Ed. Program Meetings (full-time, part-time, TCAC representation, invited guests; bi-monthly), Program and Curriculum Committee (PCC) Meetings (open invitation; bi-monthly, off-set), and Practicum Committee (PC) Meetings (elected; 4-6 meetings per year, as needed). These discussions result in the confirmation or modification of courses, policies, and procedures.

### **EPS Executive, EPS Faculty Council, EPS Academic Regulations and Curriculum Committee (ARCC)**

Scheduled meetings take place for all of these committees. The purpose of such meetings is to discuss programs, make observations, bring student issues forward, and conduct the business of EPS Faculty Council. As per our Internal Quality Assurance Policy, revisions to programs are required to pass through the Faculty's Academic Regulations and Curriculum Committee (ARCC) prior to proceeding on to EPS Executive, the Academic Curriculum Committee (ACC), and then to Senate for final review/approval.

### **Faculty Review of OCT's Foundations of Professional Practice**

In conjunction with course development and preparation, and as part of our OCT self-appraisal, faculty members review course outlines on a regular basis to ensure that courses reflect the Ontario College of Teachers *Foundations of Professional Practice*. Our faculty strive to model the *Standards of Practice* and *Ethical Standards* on an ongoing basis both in their classroom practices and in the assignments that they plan for teacher candidates in their courses.

### **Nipissing University Institutional Quality Assurance Protocol (NU-IQAP)**

Commensurate with the OCT accreditation, the Schulich School of Education as a basic academic unit (BAU) will also be undergoing an internal quality review shortly, as part of the 5-7 year cycle. Our last IQAP review in 2019 provided helpful recommendations that have informed subsequent program decisions. The Full Report from the 2019 review is included as Appendix 49 and the Follow-Up Report from 2022, which provides an update on recommendation progress is included as Appendix 50. Examples of specific actions taken in response to the recommendations include: (i) requesting tenure-track positions; (ii) making *Proactive and Inclusive Classroom Management* (EDUC 4762) a required/foundational course; (iii) creating permanent, full-time *Student Success Programs: Indigenous Education Program* supports for Indigenous Education program students; (iv) offering PD/tech workshops for teacher candidates through the Professional Learning Centre and the Teaching Hub; and (v) creating a new PhD course focused on sustainability, *Inquiry-Based Growth & Development in Educational Sustainability* (EDUC 6118).

## The NU-IQAP Review Process

The following 18 steps currently comprise the NU-IQAP review process:

Date of Site Visit	External Reviewer Nomination	Completion of Self-Study & Appendices	
	To Dean & Office of Provost	To Dean	To Office of Provost
Fall (Sept – Dec)	March 1	August 1	September 1
Winter (Jan – Mar)	May 1	October 1	November 1
Steps	Description	Documentation Required for Auditing Purposes	Responsibility
Step 1	Notification of Cyclical Program Review	• Notification Letter	Provost's Office
Step 2	Workshop/Orientation Session	• Agenda • Presentation	Provost's Office
Step 3	Preparation and Collection of Data for Self-Study & Appendices <ul style="list-style-type: none"> <li>• Establish an Internal Review Committee (IRC)</li> <li>• Review/revision of Program Objectives, Program-Level Learning Outcomes, Curriculum Mapping</li> <li>• Conduct surveys of current students and alumni</li> <li>• Collect and compile Course Syllabuses and Curriculum Vitae</li> <li>• Receive Data from OIPA/Grad Office/Research Office and Library Statement of Support</li> <li>• Analyse Data</li> </ul>		Academic Unit
Step 4	Nomination, Ranking and Selection of External Reviewers <ul style="list-style-type: none"> <li>• Nomination and Ranking</li> <li>• Letters of Invitation</li> </ul>	• Nomination Form • Letter of Invitation	• Academic Unit • Provost's Office
Step 5	Role and Selection of Internal Representative (optional)	• No Documentation	Provost's Office
Step 6	Writing and Completion of Self-Study using Template	• Self-Study and Appendices	Academic Unit
Step 7	Dean Sign-Off on Self-Study and Appendices	• Signature on Self-Study (included with Step 6 documentation)	Dean
Step 8	AQAPC Reviews Self-Study and Appendices	• Compliance Checklist	Provost's Office

Step 9	Site (Virtual) Visit and Instructions	<ul style="list-style-type: none"> <li>Site (Virtual) Visit Schedule</li> <li>Reviewer Instructions</li> </ul>	Provost's Office
Step 10	External Reviewers' Report	<ul style="list-style-type: none"> <li>External Reviewers' Report</li> </ul>	External Reviewers
Step 11	Program Response to External Reviewers' Report	<ul style="list-style-type: none"> <li>Program Response</li> </ul>	Academic Unit
Step 12	Decanal Response to External Reviewers' Report	<ul style="list-style-type: none"> <li>Decanal Response</li> </ul>	Dean
Step 13	Development of Final Assessment Report and the Implementation Plan to be shared with the Dean and the unit prior to distribution	<ul style="list-style-type: none"> <li>FAR</li> <li>IP</li> </ul>	Provost
Step 14	FAR Approval and Distribution	<ul style="list-style-type: none"> <li>FAR with Provost's Signature</li> <li>QC Letter of Review</li> </ul>	Provost's Office
Step 15	Monitoring Report by Academic Units <i>(Completed 2 years after site visit)</i>	<ul style="list-style-type: none"> <li>Monitoring Report</li> </ul>	Academic Unit
Step 16	Dean Signs Off Monitoring Report	<ul style="list-style-type: none"> <li>Signature on Monitoring Report (included with Step 15 documentation)</li> </ul>	Dean
Step 17	AQAPC Reviews Monitoring Report	<ul style="list-style-type: none"> <li>AQAPC Minutes</li> </ul>	Provost's Office
Step 18	Notification that the Review is Complete	<ul style="list-style-type: none"> <li>Letter of Completion</li> </ul>	Provost's Office

This process is overseen by the Provost and Vice President Academic as guided by Nipissing University's Institutional Quality Assurance Protocol (IQAP) and the Ontario Universities Council on Quality Assurance. As excerpted from page 2 of the document, "This collaboration ensures a culture of continuous improvement and supports a vision of a student-centred education. Quality assurance processes result in an educational system that is open, accountable, and transparent." The full NU-IQAP policy document is included as Appendix 49 and is also available online [here](#).

### **Self-Appraisal**

In this section, we provide reasons and guide the accreditation panel through the supporting documentation that verifies that our programs, as implemented, continue to meet the Ontario College of Teachers accreditation requirements. The current application for re-accreditation is based on the confirmation of accreditation and decision regarding the four teacher education programs in 2017.

### **Accreditation Decision for Programs of Professional Education (May 31, 2017)**<sup>[1]</sup><sub>SEP</sub>

Letter excerpt:

I am pleased to report that the Accreditation Committee has granted general accreditation to the following programs for a period of seven years until May 31, 2024, or for an amended period of time according to Section 15 of the Accreditation of Teacher Education Programs Regulation:

- Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

- Multi-session consecutive program of professional education for persons of First Nations, Métis or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or certificate (“Aboriginal Teacher Certification Program” or ATCP)
- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education (known as “Teacher of Anishnaabemwin as a Second Language program” or TASL)

The Accreditation Committee’s decision is based on the final report of the accreditation panel, the written comments provided in your response to that report, supplementary information provided by the faculty for the committee’s/panel’s consideration, and the regulatory requirements for accreditation of programs of professional education.

#### OCT Accreditation Committee

The full Accreditation Committee Decision Letter, dated May 31, 2017 is included as Appendix 19.

### Accreditation Requirements

#### Requirement 1

The provider of the program is a permitted institution.

O. Reg. 347/02, ss. 9. (1) 1.

No change     Changes reported

#### Self-Appraisal Reasons

- As per the 2017 decision excerpt below, Nipissing University continues to be a permitted institution.

#### Decision Excerpt

##### Findings

*The evidence indicates that The Schulich School of Education, Nipissing University is a permitted institution.*

*Under subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution includes a school of education in Ontario that is part of or affiliated with a university that is authorized to offer degrees under an Act of the Assembly. Nipissing University has been an autonomous institution since 1992. Nipissing University College was created in 1972 as an affiliate of Laurentian University.*

*On August 8, 1973, an Order in Council, OC-2060/73, approved the provision of a consecutive teacher education program – Primary/Junior, and Junior/Intermediate divisions. The Intermediate/Senior stream was added in the 1989-1990 academic year. The Nipissing University Act was revised in 2001 to allow Nipissing University to grant any and all degrees.*

##### Conclusion

*Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1 is fully satisfied.*

#### Supporting Evidence

- Accreditation Committee Decision Letter dated May 31, 2017 (Appendix 19)

**Requirement 1.1**

The program is four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1.

O. Reg. 347/02, ss. 9. (1) 1.

**Self-Appraisal Reasons**

- The Consecutive B.Ed. and Concurrent B.Ed. shared Professional Years (i.e., Year 1/5, Year 2/6) involve four academic semesters (Year 1/5 Fall/Winter Terms; Year 2/6 Fall/Winter Terms) and include 19 weeks, or 95 days, minus any statutory holidays (more than the min 80 days) of practical experience.

**For multi-session programs that lead to a “Multi-Session Transitional Certificate”**

- The Indigenous Teacher Education Program (ITEP) and the Teacher of Indigenous Language as a Second Language (TILSL) Program are both delivered over a 3-year period involving nine academic semesters. As per regulations, the first session (full year) in each of these two programs consists of a practicum of 8 weeks, or 40 days (more than the 10-day minimum) and 18 post-secondary credits (more than the minimum 12).
- Following the COVID-19 pandemic, the Principal, Indigenous Education Programs became convinced that a 3-year model for our multi-session programs offered a number of significant advantages in terms of overall program excellence and student satisfaction. An application to OCT for a Change to Program, submitted Dec 2021 and approved in April 2022, and which was also approved through our Senate, allows us to offer our ITEP and TISL programs as 3-year multi-session programs (rather than as a 2-year program).

**Supporting Evidence**

- *At-a-Glance Charts for B.Ed. Consecutive/Concurrent Programs (P/J, J/I, I/S)* (Appendix 09) and *At-a-Glance Charts for ITEP and TILSL Programs* (Appendix 10) describe our four programs in full including course types (i.e., Foundation, Method, Elective, Practicum), course titles/codes/credit weights/delivery modes, and total credit weights for each program.
- B.Ed. and Indigenous Program Course/Practicum Schedules, noting the breakdown of the various semesters for courses/practicum, are found on pp. 45-47 of the *Description of the Permitted Institution and Programs*, and in Appendix 36 (B.Ed. Programs) and Appendix 37 (Indigenous Programs)
- An additional *B.Ed. Consecutive/Concurrent Professional Program Overview*, which was developed by the Associate Dean to assist faculty/staff in better understanding the full range of courses/codes/instructors/course types/delivery modes in the B.Ed. “Professional Years 1/5 and 2/6” Program is presented in Appendix 11.

**Requirement 2**

The program has a clearly delineated conceptual framework.

O. Reg. 347/02, ss. 9. (1) 2.

**Self-Appraisal Reasons**

- Based on related research, we provide two clearly delineated Conceptual Frameworks and related Models which comprehensively address the question: ***How does this program prepare teacher candidates to acquire the knowledge, skills, and dispositions for teachers beginning their careers in Ontario?***
- Based on research, and each cross-referenced with the OCT *Standards of Practice for the Teaching Profession* and *Ethical Standards*, the two Conceptual Frameworks serve as foundational underpinnings for the two Bachelor of Education programs and for the two Indigenous programs within the Schulich School of Education. The B.Ed. Conceptual Framework is composed of six pathways: Interdisciplinary Program, Diversity and Inclusion, Performance, Self-knowledge, Reflective Practice, and Professional Learning. Complementary, yet distinctive in nature, the Indigenous Program Conceptual Framework is comprised of seven pathways: Diversity and Success, Performance, Relational Knowing and Reflective Practice, Self-Knowledge and Indigeneity, Interdisciplinary and Holistic Program, Relationships, and Lifelong Learning.
- The B.Ed. Conceptual Framework was developed collaboratively by Faculty during the 2017 accreditation cycle. Faculty were again invited to review/update research informing the B.Ed. Conceptual Framework in 2024. The Indigenous Program Conceptual Framework was newly developed in 2023-24 by faculty involved in the delivery of these two Indigenous programs and was reviewed/approved by all B.Ed. faculty for inclusion.
- The overall program structures, individual Course Outlines, Practicum Handbooks, and CV Summary demonstrate the Faculty's awareness of, and commitment to, the Conceptual Frameworks.
- Visual depictions of the Conceptual Frameworks (see SSoE Model of Teacher Education on page 16, and SSoE Indigenous Model of Teacher Education on page 26) are distributed to all teacher candidates, Associate Teachers, Faculty Advisors, Community Leadership Experience (CLE) partners, and principals through the Practicum Handbooks; further, posters of the Frameworks/Models are posted in SSoE classrooms.
- Conceptual Frameworks and program curricula act as organic and reciprocal processes and products, underpinned by relevant philosophies, research, and pedagogies, that guide us in the development, revision, and consideration of such things as required versus elective courses; sequence and weighting of courses; practicum and Community Leadership opportunities; professional development opportunities; and admission policies and services available for teacher candidates. Procedures and policies for program completion are unique to individual programs and support the mission, goals, and values of the Schulich School of Education.



**Requirement 2**

The program has a clearly delineated conceptual framework.

O. Reg. 347/02, ss. 9. (1) 2.

- As described in the section entitled *Program Alignment with Vision and Mission Statements*, our program is well-aligned with Nipissing University's goals, mission, and Strategic Plan (see *Priorities Framework Analysis*, Appendix 02); we have clearly outlined how our programs fulfill institutional or constituent needs and how, over time, our Conceptual Framework has provided direction for program design, development, and revision.

**Summary of Changes:** In the B.Ed. Conceptual Framework we have updated the research that grounds the presented pathways in order to keep our program up-to-date, and as recognition of the evolving nature of teaching and learning. Revisions to our Conceptual Framework and programs are reciprocal and are reflected in our Lesson Plan Templates, Practicum Handbooks, Course Outlines, and professional learning opportunities.

## Supporting Evidence

- The Conceptual Frameworks, as described in pages 16-34 of the *Description of the Permitted Institution and Programs*; supporting References List provided in Appendix 20.

**A. SSoE Teacher Education Conceptual Framework and Model**

- Pathway 1: Interdisciplinary Program**

**Principle 1:** Broad-Based Understandings

- *Description of the Permitted Institution and Program*, pp. 17-19
- Course Outlines (Appendix 03)
- B.Ed. Mapping to the Standards (Appendix 23)
- B.Ed. Requirement 3.1, Schedule 1, ARG Elements (Appendix 27)

**Principle 2:** Extensive Connections

- *Description of the Permitted Institution and Program*, p. 19
- Course Outlines (Appendix 03)
- B.Ed. Mapping to the Standards (Appendix 23)
- B.Ed. Requirement 3.1, Schedule 1, ARG Elements (Appendix 27)

**Principle 3:** Ongoing Contact, Encouragement, and Support

- *Description of the Permitted Institution and Program*, pp. 19-20
- Course Outlines (Appendix 03)
- B.Ed. Program Practicum Handbooks (Appendices 12, 13)
- B.Ed. Program Community Leadership Experience (CLE) Handbook (Appendix 18)
- The Teaching Hub ([here](#)); Office of Indigenous Initiatives Student Support ([here](#))

- Pathway 2: Diversity and Inclusion**

- *Description of the Permitted Institution and Program*, pp. 20-21

**Requirement 2**

The program has a clearly delineated conceptual framework.

O. Reg. 347/02, ss. 9. (1) 2.

- B.Ed. Requirement 3.1, Schedule 1, ARG Elements (Appendix 27)
- Course Outlines (Appendix 03; in particular, the Year 2/6 courses: *Diversity and Inclusion* (EDUC 4726); *Special Needs of Learners* (EDUC 4776))

- **Pathway 3: Performance**

- *Policies and Procedures for Course Work and Practica*, from the *Description of the Permitted Institution and Program*, pp. 52-54
- B.Ed. Program Practicum Handbooks (Appendices 12, 13)
- B.Ed. Program Community Leadership Experience (CLE) Handbook (Appendix 18)
- *Practicum Goal Setting Plan* (page 24 of the *B.Ed. Program Practicum I Handbook*, Appendix 12)
- Course Outlines (Appendix 03)

- **Pathway 4: Self-Knowledge**

- *Description of the Permitted Institution and Program*, pp. 22-23
- *Practicum Goal Setting Plan* (page 24 of the *B.Ed. Program Practicum I Handbook*, Appendix 12)
- Course Outlines (Appendix 03; in particular, the Year 1/5 course *Legal and Social Foundations* (EDUC 4716))

- **Pathway 5: Reflective Practice**

- *Description of the Permitted Institution and Program*, p. 23
- Practicum and Community Leadership Experiences (in particular, Course Description and Learning Expectations/Outputs found in *B.Ed. Practicum I Handbook* (EDUC 4714) (Appendix 12), and *B.Ed. Practicum II Handbook* (EDUC 4715) (Appendix 13))

- **Pathway 6: Professional Learning**

- *Description of the Permitted Institution and Program*, pp. 23-25, specifically where it describes *PD and Volunteer/Employment Opportunities* online space in Blackboard, and Teaching Hub Resources/Activities ([here](#))

## **B. SSoE Indigenous Teacher Education Conceptual Framework and Model**

- **Pathway: Self-Knowledge and Indigeneity**

- *Description of the Permitted Institution and Program*, pp. 27-28
- Course Outlines (Appendix 03)

- **Pathway: Relational Knowing and Reflective Practice**

- *Description of the Permitted Institution and Program*, pp. 28-29
- Practicum and Community Leadership Experiences (in particular, Course Description and Learning Expectations/Outputs found in *Indigenous Programs Practicum I Handbook* (EDUC 4714) (Appendix 15), *Indigenous Programs Practicum II Handbook* (EDUC 4814) (Appendix 16), *Indigenous Programs Practicum III Handbook* (EDUC 4914) (Appendix 17))

**Requirement 2**

The program has a clearly delineated conceptual framework.

O. Reg. 347/02, ss. 9. (1) 2.

- **Pathway: Performance**
  - *Description of the Permitted Institution and Program*, pp. 29-30
  - Course Outlines (Appendix 03)
  - Indigenous Programs Practicum Handbooks (Appendices 15-17)
  - Indigenous Programs Community Leadership Experience (CLE) Handbook (Appendix 18)
  - Practicum Goal Setting Plan (page 24 of the *B.Ed. Program Practicum I Handbook*, Appendix A12)
  - Indigenous Programs Requirement 3.1, Schedule 1, ARG Elements (Appendix 28)
- **Pathway: Lifelong Learning**
  - *Description of the Permitted Institution and Program*, pp. 30-31
  - Course Outlines (Appendix 03)
- **Pathway: Interdisciplinary and Holistic Program**
  - *Description of the Permitted Institution and Program*, pp. 31-32
  - Course Outlines (Appendix 03)
- **Pathway: Diversity and Success**
  - *Description of the Permitted Institution and Program*, p. 32
  - Course Outlines (Appendix 03; in particular, the Year 2/6 courses: *Diversity and Inclusion* (EDUC 4726); *Special Needs of Learners* (EDUC 4776))
- **Pathway: Relationships**
  - *Description of the Permitted Institution and Program*, pp. 32-33
  - Course Outlines (Appendix 03)
- Faculty *Research Narratives* (Appendix 06) provide an overview of research undertaken by faculty and how this relates to teacher education and teaching. Ongoing scholarly pursuits (e.g., research projects, reviewed articles, kits, technical reports, and texts) support faculty members' commitment to the Conceptual Frameworks/Models
- NU's *Strategic Plan: Pathways: Our Commitments to Water, Land, and People* (2023) (Appendix 01)
- Nipissing University Indigenous Council on Education (NUICE) (online link [here](#))
- *NU Syllabus Template Checklist* (Appendix 33)

**Requirement 3**

The design of the program is consistent with and reflects the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession"; current research in teacher education; and the integration of theory and practice in teacher education.

O. Reg. 347/02, ss. 9. (1) 3.

**Self-Appraisal Reasons****3i. The College's Standards of Practice for the Teaching Profession, and the Ethical Standards for the Teaching Profession**

- Individual faculty members model and integrate the *Foundations of Professional Practice* throughout their courses. As part of the Faculty's ongoing internal reviews, the OCT *Foundations* are reviewed on a regular basis and congruence within and among courses are assessed.
- As is described in our *Description of the Permitted Institution and Program*, our Conceptual Frameworks are consistent with the *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* (this is also shown in A23 and A24, the Mapping to the Standards appendices).
- The Course Descriptions by Type document (Appendix 04), the B.Ed. Program Mapping to the Standards document (Appendix 23), and the Indigenous Programs Mapping to the Standards document (Appendix 24) demonstrate how faculty members embed the *Ethical Standards* and *Standards of Practice for the Teaching Profession* within their courses. Specific course expectations are available within individual course outlines.
- The core courses include specific classes that develop an understanding of the *Ethical Standards and Standards of Practice for the Teaching Profession*. Specific course expectations are available on individual Course Outlines.
- The *Standards of Practice and Ethical Standards* are distributed early in students' programs and discussed with teacher candidates on an ongoing basis. Professional conduct is stressed throughout courses and on practicum.
- The Practicum Handbooks (Appendices 12-18) and the Practicum Evaluation Forms specifically address and assess professional qualities as well as the role of the teacher candidates, Associate Teachers, and Faculty Advisors with regard to professionalism and ethics.

**3ii. Current Research in Teacher Education**

- Schulich School of Education faculty members review, and actively engage in, research that informs their teaching and helps broaden their knowledge base with regard to issues related to teacher education (e.g., teaching and learning in the 21st century, initiatives related to education in Ontario, etc.)
- In the Faculty Research Narratives (Appendix 06) we provide a summary of research undertaken by faculty.

**Requirement 3**

The design of the program is consistent with and reflects the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession"; current research in teacher education; and the integration of theory and practice in teacher education.

O. Reg. 347/02, ss. 9. (1) 3.

- Current research that informs the program and individual courses are discussed in the Conceptual Frameworks , documented within individual course outlines, and more fully listed in Appendix 25 (BEd Application of Research to Practice), and Appendix 26 (Indigenous Program Application of Research to Practice).
- Faculty members regularly assess the resources and research used in their particular course area(s).

**3iii. The Integration of Theory and Practice in Teacher Education**

- Theory and practice are tightly interwoven throughout our programs. Teacher candidates apply theoretical and divisional understandings developed through coursework to their teacher practice on practicum.
- The Conceptual Frameworks contain a detailed description of how theory is applied in practice (i.e., *praxis*) throughout our program, specifically in courses and in the practicum.
- Faculty members' Research Narratives (Appendix 06), Course Outlines (Appendix 03), and Course Descriptions by Type (Appendix 04) document the integration of theory and practice in individual courses.
- Individual course assignments require students to make connections between theory and practice both in their B.Ed. courses and while out on practicum.
- There are 19 weeks of practicum in Ontario Curriculum schools and 60 hours of Community Leadership Experiences (CLEs) in our professional teacher education programs. The Practicum Handbooks contain evidence of how students are required to connect program theory to classroom experience through lesson planning, unit planning, etc.

**Summary of Changes:** Changes to the program reflect the natural evolution of a teacher education program, as well as the shift from an entirely onsite program to one in which the final, 6-week Winter Term Elective courses (2) can be taken onsite or as online asynchronous delivery mode courses, as approved by the College in 2022. All B.Ed. and Indigenous Program courses, whether delivered onsite or online reflect a commitment to the College's *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*.

**Supporting Evidence**

- SSoE Teacher Education Conceptual Framework/Model and Congruence with *Foundations of Professional Practice*, pp. 16-26 of the *Description of the Permitted Institution and Program*

**Requirement 3**

The design of the program is consistent with and reflects the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession"; current research in teacher education; and the integration of theory and practice in teacher education.

O. Reg. 347/02, ss. 9. (1) 3.

- SSoE Indigenous Teacher Education Conceptual Framework/Model and Congruence with Foundations of Professional Practice, pp. 26-34 of the *Description of the Permitted Institution and Program*
- Course Outlines (Appendix 03)
- Course Descriptions by Type (Appendix 04)
- CV Summary Chart (Appendix 05)
- Faculty Research Narratives (Appendix 06)
- B.Ed. Program Practicum Handbooks (Appendices 12, 13)
- B.Ed. Program Community Leadership Experience (CLE) Handbook (Appendix 14)
- Indigenous Programs Practicum Handbooks (Appendices 15-17)
- Indigenous Programs Community Leadership Experience (CLE) Handbook (Appendix 18)
- B.Ed. Programs Mapping to the Standards (Appendix 23)
- Indigenous Programs Mapping to the Standards (Appendix 24)
- B.Ed. Programs Application of Research to Practice (Appendix 25)
- Indigenous Programs Application of Research to Practice (Appendix 26)
- *Integration of Theory into Practice* (p. 55), found in the *Description of the Permitted Institution and Program*
- B.Ed. Requirement 3.1, Schedule 1, ARG Elements (Appendix 27)
- Indigenous Programs Requirement 3.1, Schedule 1, ARG Elements (Appendix 28)

**Requirement 3.1**

The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

O. Reg. 347/02, ss. 9. (1) 3.1

***Self-Appraisal Reasons*****Curriculum Knowledge**

- The Schulich School of Education provides teacher candidates with knowledge and understanding of the current Ontario Curriculum and provincial policy documents relevant to their areas of study and curriculum.

**Pedagogical and Instructional Strategies Knowledge**

- The required cross-divisional courses enable them to develop perspectives from Kindergarten through to Grade 12 in areas related to planning and design, special education, diversity and inclusion, and assessment and evaluation of learning. Individual courses, as reported on course outlines, frequently invite students to make use of current research in teaching.
- B.Ed./Indigenous Programs Requirement 3.1, Schedule 1, ARG Elements (Appendices 27, 28) indicate how the B.Ed./Indigenous programs enable teacher candidates to acquire knowledge and skills in all of the required elements set out in Schedule 1 of the Accreditation Regulation, and mentioned in the new ARG.
- Course Outlines (Appendix 03) and the B.Ed./Indigenous Mapping to the Standards documents (Appendices 23, 24) demonstrate how teacher candidates acquire the required curriculum knowledge, pedagogical and instructional strategies knowledge, and teaching context knowledge while engaged in coursework at the Schulich School of Education.

**The Teaching Context Knowledge**

- Practicum and Community Leadership Experiences (CLEs) provide students with the necessary professional experience to apply in professional contexts the required curriculum knowledge, pedagogical and instructional strategies knowledge, and teaching context knowledge.

**Technology as a Teaching Tool for Instruction and Assessment in Onsite/Online K-12 Classroom Environments**

Instructional technology permeates many of the required courses in the program, as follows:

**Primary/Junior**

**Requirement 3.1**

The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

O. Reg. 347/02, ss. 9. (1) 3.1

- *Mathematics, PJ Division* (EDUC 4747): calculators, spreadsheets, SMARTBoard use, geometry/coding/data management software (GeoGebra, Scratch, Tinkerplots), websites (Rosling's Gapminder, Census at School)
- *Science and Technology, PJ Division* (EDUC 4767): Digital microscopes (two varieties), spreadsheets, iPads, coding software, websites related to Science and Technology, with many STEM- or STEAM-based

**Junior/Intermediate**

- *Mathematics, JI Division* (EDUC 4827): SMARTBoard use, calculators, coding technology, websites, spreadsheets

**Intermediate/Senior**

- *Mathematics, Intermediate Division* (EDUC 4778), *Mathematics, Senior Division* (EDUC 4779), and *Mathematics, Intermediate and Senior Divisions* (EDUC 4887): GeoGebra software (including how to connect to MS Word with Equation Editor and handle images/pictures for mathematical analysis), SMARTBoard use, Gismos, graphing calculators, graphic organizers, spreadsheets, websites (e.g., National Library of Virtual Manipulatives, CLIPS)

**Foundation, Cross-Divisional Courses**

- *Introduction to Curriculum Design and Teaching* (EDUC 4736): digital instructional/learning tools/resources such as interactive whiteboard (IWBs), software for phone/tablet/laptop student response feedback (e.g., *Kahoot!*); online classroom environment considerations and strategies
- *Assessment, Evaluation, and Communication of Student Learning* (EDUC 4746): digital assessment tools such as Quizlet, Jamboard, Explain Everything, Pear Deck, Plickers, Google Slides, Padlet
- *Special Needs of Students* (EDUC 4776): how to use digital assistive technology for accommodations (e.g., speech-to-text, text-to-speech, word prediction, graphic organizer apps, word predict, Proloquo2Go), Google Slides, Padlet
- *Curriculum Design and Inquiry* (EDUC 4756): programs to differentiate content (Newsela), Google Slides, Padlet

**Supporting Evidence**

- *At-a-Glance Charts for B.Ed. Programs* (Appendix 09) and *At-a-Glance Charts for Indigenous Programs* (Appendix 10) describe our four programs in full including course types (i.e.,



**Requirement 3.1**

The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

O. Reg. 347/02, ss. 9. (1) 3.1

Foundation, Method, Elective, Practicum), course titles/codes/credit weights/delivery modes, and total credit weights for each program.

- Course Outlines (Appendix 03)
- B.Ed. Program Practicum Handbooks (Appendices 12, 13)
- B.Ed. Program Community Leadership Experience (CLE) Handbook (Appendix 14)
- Indigenous Programs Practicum Handbooks (Appendices 15-17)
- Indigenous Programs Community Leadership Experience (CLE) Handbook (Appendix 18)
- B.Ed. Program Mapping to the Standards and Requirements (Appendix 23)
- Indigenous Programs Mapping to the Standards and Requirements (Appendix 24)
- B.Ed. Program Application of Research to Practice (Appendix 25)
- Indigenous Programs Application of Research to Practice (Appendix 26)
- B.Ed. Programs Requirement 3.1: Schedule 1 and ARG Elements (Appendix 27)
- Indigenous Programs Requirement 3.1: Schedule 1 and ARG Elements (Appendix 28)

**Requirement 4**

The program curriculum is current, references the Ontario curriculum, includes the application of current research in teacher education and represents a wide knowledge base in the divisions and components of the program.

O. Reg. 347/02, ss. 9. (1) 4.

- Evidence submitted by the provider for Requirements 3.1, 10, and 11 will be used to satisfy Requirement 4.

**Requirement 5**

The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

O. Reg. 347/02, ss. 9. (1) 5.

***Self-Appraisal Reasons***

- Course content for all teacher candidates is comprised of required cross-divisional courses that include those designated as Foundations and Theory by the Ontario College of Teachers. In these courses, teacher candidates develop awareness of the commonalities and nuances of teaching from Kindergarten to Grade 12. Cross-divisional courses include focus on legal and social foundations; proactive and inclusive classroom management; diversity and inclusion; curriculum design and teaching; and assessment, evaluation, and communication of student learning.
- At the Primary/Junior level, students are expected to be generalists and receive both theoretical, practical, and divisionally relevant instruction in all areas outlined in the Ontario Curriculum (for example, Science, Music, Physical and Health Education). Drama expectations are covered explicitly under Social Studies, and Dance expectations are covered under Health and Physical Education and/or Music). Junior/Intermediate students receive the same curricular instruction and then add one area of specialization (one teachable subject from Schedule A). At the Intermediate/Senior level, instruction occurs in two teachable subjects (from Schedule A).
- All teacher candidates receive instruction in Language and Literacies and in Mathematics, including our J/I and I/S students in order to ensure that they have this background and competency for potential Grades 7-8 teaching; while every student must take a similar language and literacies course and a similar mathematics course, content is nuanced to make it relevant to each division.
- Curriculum studies courses that reflect the Ontario Curriculum (e.g., Visual Arts, Music, Health and Physical Education, Mathematics, etc.) require students to consistently apply theory into practice through the preparation of group projects, lesson plans, hands-on exploration of classroom activities, active engagement, classroom discussions, action research, etc. Student Work Samples (Appendix 34) provide examples of this ongoing praxis (i.e., theory into practice) emphasis. The expectation is that once students have explored some of these strategies, they will be more confident and comfortable to try them out on practicum.
- Assignments such as lesson plans, management plans, development of websites, or multimedia presentations require students to connect theory and practice in their coursework and micro-teaching experiences in courses. This practice at the Faculty prepares them for their work on practicum.

**Supporting Evidence**

**Requirement 5**

The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

O. Reg. 347/02, ss. 9. (1) 5.

- *At-a-Glance Charts for B.Ed. Programs* (Appendix 09) and *At-a-Glance Charts for Indigenous Programs* (Appendix 10) describe our four programs in full including course types (i.e., Foundation, Method, Elective, Practicum), course titles/codes/credit weights/delivery modes, and total credit weights for each program.
- Course Outlines (Appendix 03)
- B.Ed. Program Application of Research to Practice (Appendix 25)
- Indigenous Programs Application of Research to Practice (Appendix 26)
- Student Work Samples (Appendix 34)

**Requirement 6**

The program's format and structure are appropriate for the course content.

O. Reg. 347/02, ss. 9. (1) 6.

**Self-Appraisal Reasons**

- As presented in our At-a-Glance Charts and our Program Overview Charts for Year 1/5 and Year 2/6 of the Consecutive/Concurrent Program, we currently have in place a 4-semester program (Fall, Winter, Fall, Winter). ITEP and TILSL follow a 6-semester schedule, as their on-campus coursework blocks take place during the summer semester, in addition to online courses during the Fall, Winter, and Spring Terms. Program Overviews and At-a-Glance Charts summarize information related to the delivery of the programs over each of the four (B.Ed.) or six (ITEP/TILSL) semesters, including the distribution of courses and other components throughout the programs; courses that comprise the programs, including course names/codes and credit weight, and total credit weights for the programs; Foundation, Methods, Electives, and Practicum courses; credit weights of practicum and courses; and course delivery mode (i.e., offered onsite or online).

**Supporting Evidence**

- Institutional Context and History, *Description of the Permitted Institution and Program*, pp. 5-8
- Format and Structure of the Program, *Description of the Permitted Institution and Program*, pp. 34-40

**Requirement 6**

The program's format and structure are appropriate for the course content.

O. Reg. 347/02, ss. 9. (1) 6.

- *At-a-Glance Charts for B.Ed. Programs* (Appendix 09) and *At-a-Glance Charts for Indigenous Programs* (Appendix 10) describe our four programs in full including course types (i.e., Foundation, Method, Elective, Practicum), course titles/codes/credit weights/delivery modes, and total credit weights for each program.
- Four-Semester Course Calendar for the B.Ed. Consecutive/Concurrent Professional Years Program, *Description of the Permitted Institution and Program*, p. 45, and also available online [here](#)
- Six-Semester Course Calendar for the ITEP/TILSL Programs, *Description of the Permitted Institution and Program*, pp. 46-47
- B.Ed. Program Course/Practicum/Holiday Schedules for Year 1/5 and Year 2/6 (Appendix 36)
- Indigenous Programs Course/Practicum/Holiday Schedules for Years 1-3 (Appendix 37)
- Nipissing University Academic Calendar, 2023-24 ([here](#))

**Requirement 7**

Students are assessed and informed of their progress on an ongoing basis throughout the program.

O. Reg. 347/02, ss. 9. (1) 7.

**Self-Appraisal Reasons**

There are two main types of student assessment in the SSoE B.Ed. and Indigenous programs: a) course-based assessment, and b) practicum-based assessment.

- **Course-Based Assessment:** Faculty members use a wide variety of diagnostic, formative, and summative assessment strategies in their courses. An important instructional purpose is to model for teacher candidates best practices in assessment and evaluation. In summary, the following kinds of teacher candidate performance assessments are utilized in the program: self-assessment, peer assessment, individual and group assignments, written assignments, performance tasks, culminating assignments, and final tests or examinations. Assessment and evaluation practices are well-documented on Course Outlines and usually include a detailed description of assignments as well as marking criteria and/or rubrics. At times, exemplars are provided in course outlines for student reference.
- **Practicum-Based Assessment:** All teacher candidates are formally assessed on Professional Qualities, Communication, Planning, Implementation, and Classroom Management based on the rubric in the Practicum Handbooks. The Associate Teacher assesses a teacher candidate's performance weekly, discussing the results with the teacher

**Requirement 7**

Students are assessed and informed of their progress on an ongoing basis throughout the program.

O. Reg. 347/02, ss. 9. (1) 7.

candidate, and how to improve practice. The Faculty Advisor assesses a teacher candidate's performance at least once during the academic year. The assessment includes observing the teacher candidate's teaching, reviewing the teacher candidate's Practice Teaching Binder, discussing observations with the teacher candidate, and identifying areas for improvement. In the event that a Faculty Advisor submits a "Does Not Meet Expectations" report, another Faculty Advisor will, in most cases, assess the teacher candidate to provide a second opinion in a subsequent practicum placement, should the Practicum Committee approve progression. All teacher candidates who fail a placement and come before the Practicum Committee for review are required to meet subsequently with the Associate Dean (who also Chairs the Practicum Committee) to discuss the placement, the Practicum Committee's decision, and to co-create a Growth Plan for future next steps.

**Supporting Evidence**

- Assessment and Evaluation of Candidates, *Description of the Permitted Institution and Program*, pp. 54-56
- Course Outlines (Appendix 03)
- B.Ed. Program Practicum Handbooks (Appendices 12, 13)
- B.Ed. Program Community Leadership Experience (CLE) Handbook (Appendix 14)
- Indigenous Programs Practicum Handbooks (Appendices 15-17)
- Indigenous Programs Community Leadership Experience (CLE) Handbook (Appendix 18)
- NU Evaluation and Grading System ([here](#))
- NU Final Examinations Policy ([here](#))
- NU Student Appeals and Petitions Policy ([here](#))

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9 (2):

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. Revoked.
3. The practicum enables every student to participate in settings related to,
  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

**Self-Appraisal Reasons**

- The practicum includes more than 90 days of practical experience spread over four practicum blocks, and, in addition, all teacher candidates participate in an additional self-selected 60-hour Community Leadership Experience (CLE). Teacher candidates in the Schulich School of Education have the opportunity to complete their practicum in over 50 of the 76 district school boards in Ontario including both the Public Secular (English schools only) and Public Separate (English schools only) systems. We also place students in select Private and Independent Schools in Ontario, and in several School Authorities with whom we have developed partnerships. In addition to publicly funded Ontario schools, the ITEP and TILSL programs also place teacher candidates in First Nation-administered schools.
- Teacher candidates are provided with placements as follows: Primary/Junior teacher candidates with placements in the Primary and Junior grades; Junior/Intermediate teacher candidates in Junior and Intermediate grades; Intermediate/Senior teacher candidates in Intermediate and Senior grades; TILSL teacher candidates receive placements in the Primary, Junior, Intermediate, and Senior divisions, as appropriate.

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9 (2):

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. Revoked.
3. The practicum enables every student to participate in settings related to,
  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

- Typically, Consecutive and Concurrent teacher candidates complete three placements in three different classrooms within a publicly funded school board (every effort is made to ensure that teacher candidates are placed in both of their divisions) allowing practice in a variety of grades and teachable subjects where applicable; Intermediate/Senior students will receive at least one Senior division experience in one of their teaching subjects over the course of the 2-year program. Due to the length of their program, teacher candidates in the Indigenous programs may complete placements in their home communities; TILSL teacher candidates are placed with a language speaker as described in Practicum Details of the Written Submission.
- The required division for each teacher candidate is outlined on their practicum registration form and the Practicum Office formally requests a specific divisional placement for each student (i.e., Primary, Junior, Intermediate, or Senior). Divisional (and subject-related where applicable) requests, as well as preferred locations, are sent to the teacher candidate's assigned school board. School boards are asked to assign teacher candidates to one of their divisions for the Year 1/5 Fall and Winter practicum placements; further, they are asked to provide two different grades in two different divisions for the Year 2/6 Fall and Winter blocks.

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9 (2):

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. Revoked.
3. The practicum enables every student to participate in settings related to,
  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

Each teacher candidate's file is monitored by the Practicum Office to ensure that the division requirements are being met in each academic year. For teacher candidates in the ITEP and TILSL programs, practicum can take place with school boards or in home communities. The Principal of Indigenous Education Programs works with community educational leadership (i.e., school administration) to assign teacher candidates to their required divisions over the three respective placements. Nipissing University depends on school board personnel and principals to choose Associate Teachers with greater than two years' experience, and with exemplary teaching practice. Many of these individuals have served as an Associate Teacher for many years.

- Each teacher candidate is assigned to a Faculty Advisor for the school year, regardless of program. Faculty Advisor qualifications and teaching experience information is available in CV Summary Chart (Appendix 05, scroll to bottom). All Faculty Advisors have extraordinary experience, most with some combination of Masters degrees, Additional Qualifications, Principals' Qualifications, and often more than 20 years teaching and/or administration experience prior to accepting the role of Faculty Advisor. The Principal, Indigenous Education Programs serves as the Faculty Advisor for teacher candidates enrolled in ITEP or TILSL. The Faculty Advisor meets with teacher candidates on a regular basis to discuss various aspects



**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9 (2):

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. Revoked.
3. The practicum enables every student to participate in settings related to,
  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

of the practicum. The Faculty Advisor offers assistance and support with goal setting, as well as ensuring that the teacher candidates receive a minimum of one evaluation from their Faculty Advisor. The program has been structured and organized in such a way as to maximize the connection between program theory and classroom experience. Students receive explicit guidance in lesson planning, the Ontario curriculum, and professionalism while engaged in coursework at the Schulich School of Education. Practicum handbooks for the Consecutive and Concurrent B.Ed. programs have been designed for Year 1/5 and Year 2/6 to reflect the professional and practical knowledge, skills, and experience that differs between Year 1/5 and Year 2/6. Practicum Handbooks have been designed for Year 1, 2, and 3 of the ITEP and TILSL programs as each year varies in terms of course and practicum schedules.

- In the Consecutive and Concurrent B.Ed. programs, the current practicum structure allows for Year 1/5 teacher candidates to receive 19 days of placement in both the Fall and Winter Term blocks, for a total of 38 days. Year 2/6 teacher candidates receive 24 days in the Fall Term practicum block and 28 days in the Winter Term practicum block, for a total of 52 days. In total, the program(s) receive 86 days. In ITEP and TILSL, the current practicum structure allows for Year 1/5 teacher candidates to receive 19 days of placement in both the Fall and Winter blocks, for a total of 38 days. In Year 2/6, teacher candidates receive 24 days in the

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9 (2):

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. Revoked.
3. The practicum enables every student to participate in settings related to,
  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

Fall term practicum, and in Year 3, teacher candidates receive 28 days of placement in the Fall Term. In total, ITEP and TILSL teacher candidates receive a total of 86 days. Please review At-a-Glance Charts (Appendices 9 and 10).

- Both Year 1/5 and Year 2/6 Practicum Handbooks (on pages 6, 8 of the handbooks, respectively), and the ITEP/TILSL Practicum Handbooks for Year 1, 2, and 3 (on pages 10, 8, 9 of the handbooks, respectively), clearly outline policy regarding missed days of practicum. Teacher candidates are responsible for ensuring that all missed days are made up through collaboration with their Associate Teacher and must confirm with the Practicum Office that missed days have been successfully addressed. Handbooks are Appendices 12-18.
- Overall Expectations for each practicum block clearly outline the observation and teaching requirements for each practicum block, for both the Year 1/5 and 2/6 groups, and Year 3 for ITEP and TILSL. In Year 1/5, the Associate Teacher is to assist in the development of lessons in the first block and then allows the teacher candidate greater independence in planning lessons, while still providing guidance, in the Winter Term practicum block. Year 2/6, and Year 3 for ITEP/TILSL, teacher candidates should be able to plan the required lessons independently, with guidance from the Associate Teacher.

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9 (2):

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. Revoked.
3. The practicum enables every student to participate in settings related to,
  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

- SSoE List of all Practicum placement partners (i.e., Ontario District School Boards, First Nations, School Authorities) ([here](#), and also available in Appendix 35). Sample BEd/Indigenous Practicum Placement Charts, providing information around board, school, subject area, and timeline are offered as Appendices 29 and 30.
- As of 2023, we have added two additional Ontario District School Boards to our list of school board partnerships: Kewatin- Patricia District School Board and The Northwest Catholic District School Board.
- Associate Teachers complete an Interim and a Final Report for their assigned teacher candidate(s) and are requested to provide daily feedback to the teacher candidate in order to ensure continued growth and success. The timeline for, and overall expectations required during, practicum evaluations are found in Appendix 39 (B.Ed. Programs) and Appendix 41 (Indigenous Programs).
- To support the Ontario College of Teachers and the Ontario Ministry of Education, and in light of the recent teacher shortages in the province, the Schulich School of Education agreed to facilitate the *Transitional Certificate of Qualification* (previously known as the *Temporary*

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9 (2):

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  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

*Certificate of Qualification*) which allows teacher candidates to be paid for Occasional Teaching (supply work) days during practicum placement in Year 2/6 Winter Term, for up to a maximum of 12 days (2 days per week, for the six weeks). The policy and related application form/instructions that were developed for implementation of the Transitional Certificate within the Schulich School of Education can be viewed as Appendix 46.

**Practicum Roles (Titles and Definitions)**

- **Practicum Officer (PO):** Oversees practicum, supports Faculty Advisors in their role, and supports all teacher candidates with practicum concerns, particularly those at risk or experiencing difficulty
- **Practicum Coordinator (PC):** Facilitates the securing of placements for Year 1/5 and Year 2/6 B.Ed. teacher candidates; ensures that placements meet divisional and subject requirements; facilitates the 60-hour Community Leadership Experience (CLE) placements and *Introduction to Teaching* (EDUC 0106) observations for Concurrent students
- **Faculty Advisors (FAs):** Most often these are retired administrators throughout the province who are assigned to a group of teacher candidates completing placements in their region;

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

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3. The practicum enables every student to participate in settings related to,
  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

responsible for providing support to both the teacher candidate and Associate Teachers throughout each practicum block; arranges one formal visit for both Year 1/5 and Year 2/6 teacher candidates; completes a goal setting form with each Year 1/5 teacher candidate and a completes/submits a formal evaluation for each Year 2/6 teacher candidate, as assigned

- **Associate Teachers (ATs):** responsible for the mentoring and training of their assigned teacher candidate(s); using the Practicum Handbook as a guideline, ensures teacher candidates follow the overall expectations of the practicum block, including lesson planning and teaching time percentages; completes/submits an Interim and a Final Evaluation for each teacher candidate under their supervision
- **Teacher Candidates (TCs):** Students in the professional program who, while on practicum, actively observe the classroom, ask questions of their Associate Teacher, request guidance and feedback throughout the placement, complete all lesson plans using the Nipissing University Lesson Plan Template, and ensure they are following the overall expectations of the practicum block as outlined in the Practicum Handbook

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

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1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
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  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

## Supporting Evidence

- *At-a-Glance Charts for B.Ed. Consecutive/Concurrent Programs (P/J, J/I, I/S)* (Appendix 09) and *At-a-Glance Charts for ITEP and TILSL Programs* (Appendix 10) describe our four programs in full including course types (i.e., Foundation, Method, Elective, Practicum), course titles/codes/credit weights/delivery modes, and total credit weights for each program.
- CV Summary Chart (Appendix 05)
- B.Ed. Program Practicum Handbooks (Appendices 12, 13)
- B.Ed. Program Community Leadership Experience (CLE) Handbook (Appendix 14)
- Indigenous Programs Practicum Handbooks (Appendices 15-17)
- Indigenous Programs Community Leadership Experience (CLE) Handbook (Appendix 18)
- B.Ed. Program Practicum Placement Chart (Appendix 29)
- Indigenous Programs Practicum Placement Chart (Appendix 30)

**Requirement 8**

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1 (2) and subsection (2).

Subparagraph 2v of subsection 1 (2):

The program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9 (2):

1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.
2. Revoked.
3. The practicum enables every student to participate in settings related to,
  - i. for students enrolled in a program of professional education described in subparagraph 1 v of subsection 1 (2), the intermediate division and the senior division in the general education subject that is the subject area of the program, and grades 9 and 10 and grades 11 and 12 in the technological education subject that is the subject area of the program, and
  - ii. for all other students, each division and at least one of the subject areas of the program that are relevant to the student.
4. An experienced teacher supervises the students and assesses their practicum.
5. A faculty member is appointed as an advisor for each student.

O. Reg. 347/02, ss. 9. (1) 8.

- B.Ed. Program Practicum Registration Form (Appendix 38)
- B.Ed. Program Practicum Expectations & Timeline (Appendix 39)
- Indigenous Programs Practicum Registration Form (Appendix 40)
- Indigenous Programs Practicum Expectations & Timeline (Appendix 41)
- Teacher Candidate Profile Form (Appendix 42)
- Practicum Goal Setting Form (Appendix 43)
- Removal from Placement Form (Appendix 44)
- Growth Plan Form (Appendix 45)
- SSoE Transitional Certificate Policy (Appendix 46)

**Requirement 9**

Successful completion of the practicum is a requirement for successful completion of the program.

O. Reg. 347/02, ss. 9. (1) 9.

No substantive changes reported       Changes reported

**Self-Appraisal Reasons**

- **Consecutive and Concurrent B.Ed. Programs:** The *NU Academic Standing and Progression Policy* ([here](#)) includes a statement indicating “Students must pass EDUC 4714 Practicum I to progress to Year 2 (Consecutive) and Year 6 (Concurrent),” as well as obtain an average of 70% in other courses, with a minimum of 60% in each course to receive a B.Ed. degree and be recommended to the College of Teachers is included in. The Practicum Handbooks remind students that “in order to qualify for a Bachelor of Education degree, each candidate must be successful in the course entitled *Observation and Practice Teaching*, in addition to meeting all other requirements for the academic courses.
- **Indigenous Teacher Education Program & Teacher of Indigenous Language as a Second Language Programs:** The *NU Academic Standing and Progression Policy* ([here](#)) further notes the following: “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.”

**Decision Excerpt****Findings**

*Evidence indicates that successful completion of the practicum is a requirement for successful completion of all programs reviewed.*

*The consecutive, concurrent, ATCP and TASL teacher candidates must obtain a pass in Practicum I and Practicum II and achieve 70% overall average in other courses to receive a Bachelor of Education degree or an Aboriginal Teacher Certificate in order to be recommended to the College of Teachers.*

*Practicum I and II are pass or fail courses and may be attempted only once. Teacher candidates who do not receive a pass in Practicum I are required to withdraw from the Bachelor of Education degree (B.Ed.) program. Teacher candidates must be successful in the course entitled Practicum II, in addition to meeting all other academic requirements in order to obtain their Bachelor of Education degree.*

**Conclusion**



**Requirement 9**

Successful completion of the practicum is a requirement for successful completion of the program.

O. Reg. 347/02, ss. 9. (1) 9.

No substantive changes reported       Changes reported

*Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 9 is fully satisfied.*

**Summary of Changes**

*Since the last decision of the Accreditation Committee, no changes have been implemented.*

## Supporting Evidence

- NU Academic Standing and Progression Policy ([here](#))
- Accreditation Committee Decision dated May 31, 2017 (Appendix 19)
- B.Ed. Program Practicum Handbooks (Appendices 12, 13)
- Indigenous Programs Practicum Handbooks (Appendices 15-17)

**Requirement 10**

The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

O. Reg. 347/02, ss. 9. (1) 10.

**Self-Appraisal Reasons**

- All Primary/Junior teacher candidates complete methods courses for each of the Ontario Curriculum subject areas that they will be required to teach; these correspond to the Ontario Curriculum documents with the exception of drama expectations which are explicitly covered in Social Studies, and dance which is covered in Health and Physical Education and/or Music. All Primary/Junior teacher candidates take a Year 2/6 course in *Early and Emergent Literacy*, which covers The Ontario Curriculum for The Kindergarten Program. All methods courses are required to address curriculum from Kindergarten to Grade 6.
- Junior/Intermediate teacher candidates complete methods courses for each of the Ontario Curriculum subject areas that they will be required to teach; these correspond to the Ontario Curriculum documents with the exception of drama which is explicitly covered in Social Studies, and dance which is covered in Health and Physical Education and/or Music. Junior/Intermediate teacher candidates take a teachable subject that is drawn from the general education subjects for Grades 7 and 8.
- Intermediate/Senior teacher candidates must take the following two methods courses, regardless of their area of specialization: *Language and Literacies for the Intermediate and Senior Divisions* (EDUC 4877), and *Mathematics for the Intermediate and Senior Divisions* (EDUC 4887). The I/S teacher candidates also take a course entitled *Special Topics: The Intermediate Learner* (EDUC 4712). In taking these three courses, our I/S teacher candidates are exceptionally well prepared for teaching at the Grade 7 and 8 level. All methods courses (i.e., subject certification areas) are required to cover the Ontario curriculum from Grade 7 to Grade 12.
- Teacher of Indigenous Language as a Second Language (TILSL) Program teacher candidates must complete method courses for the Ontario Curriculum subject (Indigenous Language) that they will be required to teach; these correspond to the Ontario Curriculum documents.

**Supporting Evidence**

- *At-a-Glance Charts for B.Ed. Consecutive/Concurrent Programs (P/J, J/I, I/S)* (Appendix 09) and *At-a-Glance Charts for ITEP and TILSL Programs* (Appendix 10) describe our four programs in full including course types (i.e., Foundation, Method, Elective, Practicum), course titles/codes/credit weights/delivery modes, and total credit weights for each program.
- Course Outlines (Appendix 03)
- Student Work Samples (Appendix 34)

**Requirement 10**

The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

O. Reg. 347/02, ss. 9. (1) 10.

- B.Ed. Program Mapping to the Standards and Requirements (Appendix 23)
- Indigenous Programs Mapping to the Standards and Requirements (Appendix 24)
- B.Ed. Program Requirement 3.1, Schedule 1, ARG Elements (Appendix 27)
- Indigenous Program Requirement 3.1, Schedule 1, ARG Elements (Appendix 28)

**Requirement 11**

The teaching theory and foundation courses in the program include courses on human development and learning and on the legislation and government policies relating to education.

O. Reg. 347/02, ss. 9. (1) 11.

**Self-Appraisal Reasons**

- Our commitment to human development and learning are reflected in our Conceptual Frameworks where we recognize the learner as being the centre of education.
- All teacher candidates in all program routes (Consecutive, Concurrent, ITEP, and TILSL) receive foundational course instruction in *Legal and Social Foundations* (EDUC 4716); *Diversity and Inclusion* (EDUC 4726); and *Special Needs of Students* (EDUC 4776), each of which is a required 36-hour course.
- In addition to the above, many courses discuss human development and learning as it relates to curricular areas and include individualized pedagogical strategies to guide students along the continuum of learning (i.e., language needs, mathematical reasoning, logical and critical thinking, physical and motor development, etc.).
- Primary/Junior teacher candidates receive explicit instruction relating to the early and emergent developmental language and literacy needs of learners in *Early and Emergent Literacy for the PJ Divisions* (EDUC 4727). *The Kindergarten Program* (EDU, 2016; Addendum, 2019) Ontario curriculum is covered within this course.
- Legislation and government policies relating to education are addressed through the *Legal and Social Foundations* (EDUC 4716) course and through other courses as relevant.

Supporting Evidence

**Requirement 11**

The teaching theory and foundation courses in the program include courses on human development and learning and on the legislation and government policies relating to education.

O. Reg. 347/02, ss. 9. (1) 11.

- Course Outlines (Appendix 03; in particular, *Legal and Social Foundations* (EDUC 4716); *Diversity and Inclusion* (EDUC 4726); *Special Needs of Students* (EDUC 4776); *Early and Emergent Literacy for the Primary and Junior Divisions* (EDUC 4727); and the Language/Literacies and Mathematics courses for each division)
- *At-a-Glance Charts for B.Ed. Consecutive/Concurrent Programs (P/J, J/I, I/S)* (Appendix 09) and *At-a-Glance Charts for ITEP and TILSL Programs* (Appendix 10) describe our four programs in full including course types (i.e., Foundation, Method, Elective, Practicum), course titles/codes/credit weights/delivery modes, and total credit weights for each program.
- B.Ed. Program Requirement 3.1, Schedule 1, ARG Elements (Appendix 27)
- Indigenous Program Requirement 3.1, Schedule 1, ARG Elements (Appendix 28)

**Requirement 12**

The faculty members teaching the program are an appropriate combination of persons with appropriate academic qualifications; practitioners with appropriate experience in the field of education; and persons with appropriate expertise in the divisions and components of the program.

O. Reg. 347/02, ss. 9. (1) 12.

**Self-Appraisal Reasons**

- All faculty members of the Schulich School of Education have appropriate academic qualifications, which included a PhD for tenured faculty. The majority of full- and part-time faculty members certified as teachers by the Ontario College of Teachers, or by a comparable teacher licensing body if certification was obtained outside of Ontario, and generally have a minimum of five years classroom experience. Each is qualified, by experience and education, to teach the courses and disciplines assigned.
- CV Summary Chart (Appendix 05), Faculty Research Narratives (Appendix 06), and Faculty Publications (Appendix 47) provide information regarding faculty members' academic qualifications, experience, professional development, research, scholarship, and publications. Further such information can be found on individual FT instructor webpages which are also hyperlinked in the CV Summary chart (Appendix 05), where applicable.
- Faculty job postings insist that preferred candidates have a PhD in Education or related field, demonstrated research and teaching competence, relevant teaching experience, and professional credentials. We have most recently hired a Full-time, tenure-track instructor in the area of *Language and Literacy* (January 2024). Several other Full-time, tenure-track positions have been requested by the Schulich School of Education Faculty, in light of recent retirements, and these are in the areas of Science Education, and Curriculum/Assessment.
- NU Human Resources have created a document entitled "Faculty Hiring Toolkit" (2023) that provides guidance for Hiring Committee members as they prepare to serve in this capacity (see Appendix 53). A member of HR serves on each hiring committee and ensures that all hiring policies/processes are followed by the committee.

**Supporting Evidence**

- Course Outlines (Appendix 03)
- CV Summary Chart (Appendix 05)
- Faculty Research Narratives (Appendix 06)
- NU HR Faculty Hiring Toolkit (2023) (Appendix 53)

**Requirement 13**

The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.

O. Reg. 347/02, ss. 9. (1) 13.

No change     Changes reported

**Self-Appraisal Reasons**

*The most recent decision statement is populated below. Use this space to confirm that there is no change or explain changes that have been implemented below including any updates pertaining to the institution's FIPPA policy.*

- Institutional Policies and Procedures provide evidence of how Nipissing University maintains the integrity of student records. In sum, as a member of the Council of Ontario Universities, the Association of Universities and Colleges of Canada, and the Association of Commonwealth Universities, and in accordance with the regulations of the Ministry of Colleges and Universities (MCU), each year an external audit firm (currently KPMG) reviews the enrolment reports submitted to MAESD for funding and the reports submitted to Statistics Canada.

**Decision Excerpt****Findings**

*Evidence indicates that the Schulich School of Education maintains internal controls to preserve the integrity of teacher candidate records for the programs reviewed. The provider confirmed that there is no change to the previous accreditation decision.*

*Admissions and maintenance of student records are maintained by the Office of the Registrar in accordance with policies approved by the Nipissing University Senate and in compliance with the Personal Information Protection and Electronic Documents Act (PIPEDA) and the Freedom of Information and Protection of Privacy Act (FIPPA).*

**Conclusion**

*Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 13 is fully satisfied.*

**Summary of Changes**

Since that decision in 2017, no changes have taken place at Nipissing University in this regard. Our full *Nipissing University Information and Privacy Policy* is located [here](#).

**Requirement 13**

The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.

O. Reg. 347/02, ss. 9. (1) 13.

No change     Changes reported

**Supporting Evidence**

- Accreditation Committee Decision dated May 31, 2017 (Appendix 19)

**Requirement 14**

The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

O. Reg. 347/02, ss. 9. (1) 14.

**Self-Appraisal Reasons**

- B.Ed. Program meetings are scheduled bi-monthly and all Faculty, part-time instructors, and Teacher Candidate Advisory Committee (TCAC) members are welcome to attend to discuss and vote on motions pertaining to the program. B.Ed. Program and Curriculum meetings are also scheduled bi-monthly (offset with the B.Ed. Program meetings) for discussions/work pertaining to specific issues as they arise (e.g., B.Ed. Attendance Policy, Accreditation). The B.Ed. Practicum Committee is comprised of five Faculty volunteers, chaired by the Associate Dean, and reviews cases of failed practicum. Teacher Education Liaison Committee (TELC) meets monthly and is comprised of local federation representation, the Associate Dean, the Practicum Officer, and volunteer B.Ed. teacher candidates. Onsite Faculty Retreats did not take place during the COVID pandemic period, but may again be planned for faculty as we enter the next cycle of IQAP review. Student feedback data is received via Student Course Experience Survey (SCES) software attached to all B.Ed. courses; TCAC representation; informal sharing with instructors and the Associate Dean; and formal survey tools (e.g., Concurrent Program survey sent out in December 2023 regarding program revision ideas; Year 2/6 Student Survey sent out in January 2024 for feedback on the 2-Year B.Ed. program, see Appendix 31). Sample response data from the Ontario University Graduate Survey regarding graduate satisfaction, perceptions of study/work connection, and employment status after graduation is provided (Appendix 08). The most recent example of a major policy change was the creation and implementation of the *B.Ed. Attendance Policy (2023)* in response to a perceived need (Appendix 32).

**Requirement 14**

The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

O. Reg. 347/02, ss. 9. (1) 14.

- Policy and Procedures of Improvement and Quality Assurance (in the *Description of the Permitted Institution and Program*) contains a description of formal structures for feedback that include: regular Student Course Experience Surveys (SCES) completed by students after each course, the cyclical Institutional Quality Assurance Protocol (NU-IQAP) process, and the Ontario College of Teachers Accreditation Review process. The Schulich School of Education at Nipissing University is committed to ongoing review of the program in order to ensure that the courses and program curriculum are current and reflective of contemporary research, teaching pedagogy, standards, and curriculum expectations. Changes made to the program following the last NU-IQAP review cycle are described within the Education Follow-Up Report (2022) included as Appendix 50 and summarized on p. 62 of the *Description of the Permitted Institution and Program* portion of this document.
- Faculty members engage in ongoing discussions at B.Ed. Program Meetings (academic unit) and at EPS Faculty Council meetings regarding the quality of the program and future directions that respond to the needs of the university and surrounding communities. Results from the Ontario University Graduate Survey (OUGS) indicate that teacher candidates' satisfaction with the program, and employment rates, are both high (Appendix 08).

**Supporting Evidence**

- Policies and Procedures of Improvement and Quality Assurance, *Description of the Permitted Institution and Program*, pp. 61-65
- Assessment and Evaluation of Teacher Candidates, *Description of the Permitted Institution and Program*, p. 51
- Ontario University Graduate Survey (OUGS) Response Data (Appendix 08)
- B.Ed. Program Year 2/6 Student Survey (Appendix 31)
- B.Ed. Attendance Policy *Description of the Permitted Institution and Program*, pp. 56-57 (Appendix 32)
- NU's Institutional Quality Assurance Protocol (NU-IQAP) (Appendix 48)
- SSoE IQAP Full Report (2019) (Appendix 49)
- SSoE IQAP Follow-Up Report (2022) (Appendix 50)



**Requirement 15**

The program has a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.

O. Reg. 347/02, ss. 9. (1) 15

**Self-Appraisal Reasons**

- Policies and Procedures of Improvement and Quality Assurance of this Written Submission contains a description of Nipissing's Teacher Education Advisory Committee (TEAC) Structure. This committee includes representatives from stakeholders in the local community (e.g., Boards of Education, Federations, Teacher Candidates, Faculty, and the Ministry of Education). TEAC operates in an advisory capacity with regard to the program schedule, recruitment of Associate Teachers, and federation sponsored workshops.

**Supporting Evidence**

- Policies and Procedures of Improvement and Quality Assurance, *Description of the Permitted Institution and Program*, p. 61
- Current TEAC membership, agendas, and/or meeting minutes ([here](#))

**Accreditation Agreement Form****Application Form*****Accreditation Agreement for Providers of Programs of Professional Education***

**This form must be included with an application for accreditation of a program of professional education. An agent of the provider who is authorized to bind the organization must complete the form.**

**Acknowledgement**

The \_\_\_\_\_ hereby  
(PROVIDER NAME)

acknowledges and confirms that:

1. It will inform the Registrar of the Ontario College of Teachers, in such manner as the Registrar directs, when a teacher candidate has successfully completed the program of professional education including successful completion of the practicum.
2. It will inform the Registrar of the Ontario College of Teachers, in such manner as the Registrar directs, of the particulars of the student's academic qualifications that are within the knowledge of the provider, including the candidate's areas of study in the program.
3. It will advise the College before making changes that may reasonably be considered to substantially change the character, duration or components of these accredited programs. A new review may be required to determine if the programs continue to qualify for accreditation.
4. It understands the above-noted obligations and agrees to comply.

\_\_\_\_\_  
NAME OF DEAN/DIRECTOR OF PERMITTED INSTITUTION

\_\_\_\_\_  
TITLE

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

**Appendices**

Add documents/artifacts to verify self-appraisal

Cross-check to ensure the documents required (Section 10 of Accreditation Regulation) are included in the application

- Confirmation that the provider is a permitted institution (for example Acts of Assembly)
- Provide institutional and provider policies and procedures that apply to the program including: policies, codes of conduct, disciplinary guidelines applicable to teacher

candidates and faculty members, any handbook applicable to teacher candidates and any similar documentation.

- At-a-Glance charts
- Course descriptions for the program (i.e. academic course calendar)
- Course outlines
- Practicum Handbook or other document describing the practicum requirements for the program.
- Practicum charts (refer to *Sample Practicum Placements* chart)
- Faculty academic profiles and summary profile (refer to *Faculty Qualifications and Experience* chart)
- Information on the provider's governance and accountability structures relating to the program (including the terms of reference of its Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program); meeting agendas and minutes
- Details about research activities associated with the program (refer to *Application of Research to Practice* and *Faculty Qualifications and Experience* charts)
- Information on the provider's policies and procedures for continuous improvement and quality assurance of the program (relevant sections of the most recent IQAP program review and/or internal review documentation)
- Information about the learning and achievement of teacher candidates in the program
- Relevant examples of how topics, readings and assignments in specific course outlines address elements of Schedule 1 or sections of the ARG (refer to *Accreditation Resource Guide (Schedule 1) Elements* chart)
- Relevant examples of how topics, readings and assignments in specific course outlines address the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession
- Any policies and procedures relating to the qualifications required for educators teaching in the program and any policies and procedures applicable to them.
- Provide any policies and documentation that describe, or are relevant to, the history, context, vision, mission and values of the institution, program and faculty of education.
- Provide any policies and documentation that describe the conceptual framework of the program.
- Provide any policies, documentation or information regarding eligibility for admission relevant to application screening and enrolment of teacher candidates (e.g. application form and admission criteria).
- Provide copies of any existing policies and procedures relevant to acquisition and maintenance of library resources.
- Provide policies and procedures relevant to access to and use of technology by teacher candidates and faculty.
- Provide policies and procedures relevant to the design of the program
- Any policies and procedure related to selection, availability, and use of learning materials (e.g. course texts, readings, lecture topics)
- Provide policies and procedures related to the selection and approval of practicum placements
- Provide policies and procedures related to hiring requirements.
- Provide governance and accountability policies and procedures relevant to the program.

Other:

- Samples of teacher candidate work

### **Glossary - revise and update from last review**

**Accreditation:** Accreditation is a process for reviewing education programs and publicly recognizing those which meet specific standards of quality.

**Accreditation Committee:** The Accreditation Committee is comprised of a minimum of eight members appointed by the Council from the list of candidates prepared by the Selection and Nominating Subcommittee.

**Accreditation Decision:** The decision issued by the Accreditation Committee regarding a program of professional education. The decision of the Accreditation Committee must be in writing and must include the reasons for the Committee's decision and the facts on which the decision is based.

**Accreditation Decision without Conditions:** The Accreditation Committee grants accreditation without conditions when it finds that the program fully satisfies the requirements for accreditation under Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Decision with Conditions:** The Accreditation Committee grants accreditation with one or more conditions when it finds that:

- (i) the program substantially satisfies the requirements for accreditation under Regulation 347/02, Accreditation of Teacher Education Programs, but does not fully satisfy the requirements for accreditation, and
- (ii) it is reasonable for the Committee to believe that the provider will satisfy any conditions the Committee may impose on the accreditation, within the period of time specified in the decision.

**Accreditation Denied:** The Accreditation Committee denies accreditation when it finds that the program does not substantially satisfy the requirements for accreditation under Regulation 347/02, Accreditation of Teacher Education Programs.

**Accredited Program:** A program of professional education that is accredited under Regulation 347/02, Accreditation of Teacher Education Programs.

**Associate Teacher:** An experienced teacher who takes on the responsibility of supervising, mentoring, and assessing a teacher candidate during the practicum. Along with the mentorship role, the associate teacher provides opportunities within the classroom for the teacher candidate to observe, plan and practice different teaching methods.

**Business Day:** A day other than Saturday, Sunday or a holiday.

**College, The:** The Ontario College of Teachers.

**College Council:** The governing body of the College comprised of six members of the College and appointed by the Council from the list of candidates prepared by the Selection and Nominating Subcommittee and six persons who are not members of the College and who are appointed by the Lieutenant Governor in Council.

**Conceptual Framework:** The rationale and organizing principles that guide the development of a pre-service teacher education program. The conceptual framework is based upon relevant research and an informed, coherent image of teaching and learning. The conceptual framework may be evidenced by a mission statement and demonstrations of the integration of theory and practice. How does this program prepare teacher candidates to acquire the knowledge, skills and dispositions for teachers beginning their careers in Ontario?

**Concurrent Program:** A program of professional education that is undertaken at the same time as a program leading to an undergraduate degree in a discipline other than education. A concurrent education program in Ontario is usually five or six years long. This concurrent

program leads to two degrees: one in education, and one in another discipline. The College only accredits the course work that comprises the program of professional education.

**Concurrent Program (Combined or Integrated Studies):** A program of professional education that combines studies in education with studies in other disciplines and leads to a degree in education. A concurrent education program in Ontario is usually five or six years long. The College only accredits the course work that comprises the professional education program.

**Consecutive Program:** A program of professional education that is not a concurrent program. A consecutive education program in Ontario is usually pursued after an undergraduate or graduate degree.

**Ethical Standards for the Teaching Profession:** The Ontario College of Teachers' Ethical Standards for the Teaching Profession are: Care, Respect, Trust and Integrity. The purpose of Ethical Standards is:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The current version of the Ethical Standards was approved by College Council in June, 2006.

**Faculty:** For the purposes of the accreditation process, faculty includes full-time, part-time, or sessional employees of a university with assignments as instructors, professors at different ranks, administrators or other professional responsibilities

**Faculty Advisor:** A faculty member who advises teacher candidates on academic and practicum matters during the course of the program.

**Faculty Academic Profiles:** A summary of academic qualifications, teaching experience and research interests of educators teaching in the program.

**Formative Assessment:** The process of collecting, synthesizing, and interpreting information for the purpose of improving student learning while instruction is taking place; assessment for improvement, not grading.

**Foundational Knowledge:** The groundwork or basis of learning necessary to understand how children learn, how schools operate, how the education system has evolved, how regulations govern education and how curriculum is constructed and used.

**IQAP:** Institutional Quality Assurance Process

**Knowledge Base:** Information, enlightenment and learning necessary for effective teaching derived from empirical research, disciplined inquiry, informed theory and the wisdom of practice.

**Legislation:** Acts and regulations governing education in Ontario.

**Mission Statement:** A statement of the purpose and goals of the program.

**MCU:** Ministry of Colleges and Universities

**Ontario College of Teachers Act, 1996:** A government Act that established the Ontario College of Teachers in 1996.

**Part-time Faculty:** Employees of a university who have less than a full-time assignment in the faculty of education. Some part-time faculty are full-time employees of the university with a portion of their assignments in the faculty of education. Other part-time faculty members are employed outside the university; sometimes, but not universally, these people may be referred to as adjunct faculty.

**Pedagogical Studies:** Courses and other learning experiences in which candidates study and apply concepts, theories and research about effective teaching and learning.

**Permitted Institution:**

- a) a college, faculty or school of education in Ontario that is part of or affiliated with a university that is authorized to offer degrees under an Act of the Assembly, or

- b) an entity authorized under the Post-Secondary Education Choice and Excellence Act, 2000,
- (i) to offer a program of professional education leading to a degree, or
  - (ii) to operate or maintain a university.

**Practicum:** The experience of practice teaching in schools or approved alternative settings under the supervision of a certified teacher who is a member of the Ontario College of Teachers. Field experiences and internships are not considered part of the practicum component unless they satisfy all criteria of the related accreditation requirement.

**Professionally Speaking/Pour parler profession:** The College magazine, published quarterly.

**Program:** A planned sequence of courses and experiences leading to a Bachelor of Education degree or a Diploma or Certificate in Education completed either concurrently with a first undergraduate degree, or consecutively following the completion of an undergraduate degree or graduate degree.

**Program of Professional Education:** A program of professional education is identified in Regulation 347/02, Accreditation of Teacher Education Programs as follows:

Section 1. (2) For the purposes of this Regulation, a program of professional education is an educational program provided in Ontario that prepares a person to teach in elementary or secondary schools in Ontario and that satisfies the following requirements:

1. The program leads to the granting of a degree and prepares a person to teach one of the following:
  - i. The primary and junior divisions, with or without a focus on the teaching of French as a second language.
  - ii. The junior division, and the intermediate division in a general education subject for grades 7 and 8 listed in Schedule A to the teachers' qualifications regulation.
  - iii. The intermediate division and the senior division in two general education subjects listed in Schedule A to the teachers' qualifications regulation.
  - iv. Grades 9 and 10 in one technological education subject listed in Schedule B to the teachers' qualifications regulation, and grades 11 and 12 in the same subject.
  - v. The intermediate division and the senior division in one general education subject listed in Schedule A to the teachers' qualifications regulation, and grades 9 and 10 and grades 11 and 12 in one technological education subject listed in Schedule B to the teachers' qualifications regulation.
2. The program includes:
  - i. studies in education, including learning and development throughout the primary, junior, intermediate and senior divisions,
  - ii. teaching methods designed to meet the individual needs of pupils,
  - iii. the Acts and regulations respecting education,
  - iv. a review of the curriculum guidelines issued by the Minister relating to all of the divisions and a study of curriculum development, and
  - v. a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice.
3. Despite subsection (2), a program that satisfies the requirements of paragraph 2 of subsection (2) but not paragraph 1 of that subsection is a program of professional education for the purposes of this Regulation if the program prepares persons,

- a) to teach grades 9 and 10 in one technological education subject listed in Schedule B to the teachers' qualifications regulation and grades 11 and 12 in the same subject;
  - b) to be teachers of students who are deaf or hard of hearing who are entitled to a general certificate of qualification and registration under subsection 11 (3) of the teachers' qualifications regulation; or 56 Accreditation Handbook – August 2015
  - c) to be teachers of Native languages who are entitled to a general certificate of qualification and registration under subsection 11 (5) of the teachers' qualifications regulation.
4. Despite subsection (2), a program that satisfies the requirements of subsection (2) but does not lead to a degree is a program of professional education for the purposes of this Regulation if the program prepares persons of First Nation, Métis or Inuit ancestry to be teachers who are entitled to a general certificate of qualification and registration under subsection 11 (4) of the teachers' qualifications regulation.

**Quality Council:** The Ontario Universities Council on Quality Assurance was established in 2010 and is responsible for oversight of the Quality Assurance Framework processes for publicly assisted Ontario universities.

**Satellite Campus:** A location remote from the main campus where all or part of the program of professional education is delivered.

**Standards of Practice for the Teaching Profession:** The Ontario College of Teachers' Standards of Practice provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession: Commitment to Students and Student Learning, Professional Knowledge, Professional Practice, Leadership in Learning Communities, and Ongoing Professional Learning.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The current version of the Standards of Practice was approved by College Council in June, 2006.

**Teacher:** A member of the Ontario College of Teachers.

**Teacher Candidate:** An individual who is enrolled in a consecutive or concurrent program of professional education at a faculty, school or department of education.

**Teacher Education Advisory Committee (TEAC) or Teacher Education Liaison Committee (TELC):** A committee convened by the dean of the faculty of education or the director of the school to raise issues, exchange information, and function in an advisory or liaison capacity in relation to the program. Membership includes local and provincial representation.

**Tenured Faculty:** A full-time member of a faculty or school of education who holds an appointment for an assured length of time after a period of tenure-track. In most cases, the university senate has conferred upon him/her the status of permanent employment. Tenured and tenure track faculty typically have responsibility for teaching, scholarship and service.

**Tenure-track Faculty:** A career path at the faculty of education with a possibility of tenure after a given number of years of service or probationary period.

[Link to appendices.](#)

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**Report of the  
ACADEMIC QUALITY ASSURANCE AND PLANNING COMMITTEE**

**Academic Year 2023-2024**

March 1, 2024

The fourth meeting of the Academic Quality Assurance and Planning Committee of 2023-2024 was held on Friday, March 1, 2024 in person and via Teams conference.

**COMMITTEE MEMBERS:**

Ann-Barbara Graff (Chair)	Debra lafrate	Andrew Ackerman
Dan Walters	Stephen Tedesco	Nathan Kozuskanich
Graydon Raymer	Nancy Black	Veronica Williams
Barbie Law	Jamie Murton (Vice-Chair)	Alireza Khorakian
Nathan Colborne	Susan Srigley	Prasad Ravi

Regrets: J. Smith, H. Panchal, S. Greco

Guest: B. Holden

Recording Secretary: S. Landriault

**Review and Recommend to Senate the English IQAP Two-Year Post Cyclical Program Review Follow-up Report:**

Motion 1: Moved by D. lafrate, seconded by B. Law that the English IQAP Two-Year Post Cyclical Program Review Follow-up Report be received.  
CARRIED

The English IQAP Two-Year Post Cyclical Program Review Follow-up Report was reviewed and discussed.

Motion 2: Moved by S. Tedesco, seconded by B. Law that the English IQAP Two-Year Post Cyclical Program Follow-up Report be referred back to the English Studies Department for revisions with the expectation that the report will return to the next scheduled AQAPC meeting on March 22, 2024.  
CARRIED

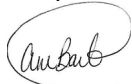
**Follow-up from the February 28, 2024 Quality Council Pre-Audit Orientation and Briefing Meeting**

The Provost provided an update from the Quality Council Pre-Audit Orientation and Briefing meeting that was held on February 28, 2024 in preparation for the full cyclical review audit of our Quality Assurance processes. The following documents shared at the Pre-Audit meeting were provided and discussed: an audit process overview, a list of supporting documents that will be requested for the audit, an institutional self-study template, and the key audit steps and timelines. The Audit Team site visit is scheduled to take place in February or March 2025. The documents are attached to the report.

A Quality Assurance Focused Audit was held in August 2020. The Report on the Focused Audit can be found on the PVPA website under Quality Assurance/Additional Resources.

The Provost shared information on a call for proposals for the 2024 Learning Outcomes Symposium – A Path to System Transformation which takes place October 29 & 30, 2024 in Toronto. The information is attached to the report.

Respectfully submitted,

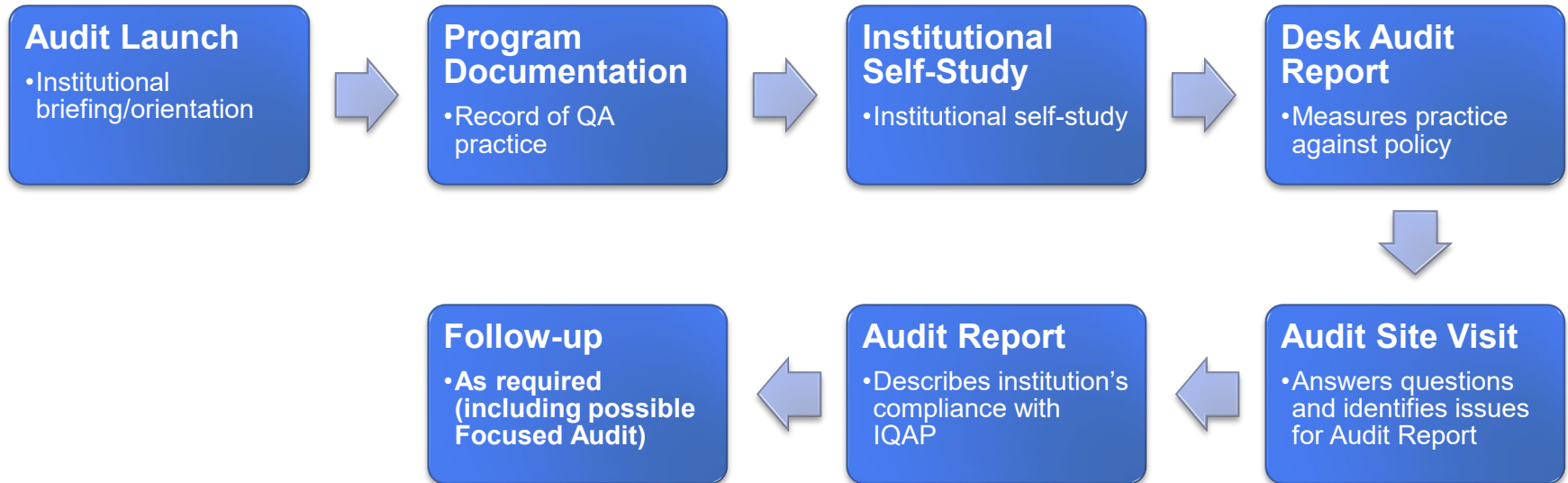


Ann-Barbara Graff, PhD  
Chair, Academic Quality Assurance and Planning Committee

Motion 1: That Senate receive the Report of the Academic Quality Assurance and Planning Committee dated March 1, 2024.



## Audit Process Overview



## Supporting Documents to be Requested for Audit

### Phase 1: Detailed Introduction to Audit (following orientation session – note: a preliminary letter launching the audit will have already been sent)

The university will minimally be asked to provide the relevant information and documentation of the following quality assurance activities undertaken between the university's last cyclical audit and this one, although additional documentation may be requested through the course of the audit:

- The university's IQAP(s) and any associated templates and guidance material
- The record of any revisions of the IQAP, as ratified by the Quality Council
- The annual report(s) to the Quality Council regarding any minor changes that have been made to the IQAP that did not require Quality Council re-ratification
- A chart that reflects the organizational structure for QA at the university
- A chart that reflects the governance structure at the university
- A list of all programs (undergraduate and graduate) and the associated degrees (BA, MSc, etc.) offered, as well as a list of all graduate diploma programs offered by the university
- A list of completed and in-progress Cyclical Program Reviews (CPRs), with the status of those that are in-progress
- A list of completed and in-progress New Program Proposals and approvals, with the status of those that are in-progress
  - NOTE: The status of the in-progress CPRs and New Program Approvals should explicitly describe the stage that has been reached in the process. For example: "self-study with Dean for review", "awaiting report of external reviewers"; "drafting Final Assessment Report and Implementation Plan", etc.
  - This information will be used by the Auditors to select the completed and in-progress programs for audit. Please clearly flag any programs / QA elements that you would like to request be considered for selection for audit.
- The university's CPR Schedule that spans scheduled reviews from the date of the last audit, up to and including the current CPR Schedule
- For any programs that are also the subject of accreditation where there was a consideration of substitution and/or addition between the accreditation and CPR processes, submission of the record of the substitution or addition, and the grounds on which it was made
- Additional documentation required:
  - Names of the current members and Terms of Reference (where relevant) for Committees xxx, yyy, and zzz, as well as the current members and terms of reference of any other committees that are named as being part of the quality assurance process at the university;

- Flowcharts of the New Program Approval and Cyclical Program Review processes detailed in the IQAP;
- A link to the webpage where the University posts the Executive Summaries of Final Assessment Reports and associated Implementation Plans, and the subsequent monitoring reports for all cyclical program reviews; and
- If, prior to the site visit but after the University has responded to the Secretariat's initial request, further material pertinent to the audit becomes available, the University is invited to make a supplementary submission.

## **Phase 2: Notification of Programs Selected for Audit**

Each of the programs selected for audit that have completed the CPR/New Program Approval Process will be required to submit the following:

- A flowchart and/or Table of Contents that is organized sequentially in the order of the quality assurance steps taken for that program's quality assurance activities as outlined in the IQAP.
  - This chart should also clearly identify any key dates associated with that step (for example, when a particular sign-off step occurred, a meeting took place, the site visit dates, etc.), as well as provide a hyperlink to the relevant document(s) within the package of material. The PDF page number that corresponds to each step should also be provided. In this way, a trail comprised of the essential letters, memoranda, reports, minutes, etc. and the timing for each can be constructed.
- All documentation and other relevant information should be organized in the order of the steps required by the ratified IQAP(s). The Auditors will want to see a clear trail for each of the selected CPRs and new program introduction. This will allow them to readily follow the relevant quality assurance process and confirm that all of the appropriate steps identified in the ratified IQAP have occurred.
  - Relevant information includes but is not limited to:
    - All materials associated with the nomination, selection process and invitation of external and internal reviewers, including the material that was provided to the review team for the identified CPRs and new program approvals. Universities may opt to submit one sample package of material per program selected for audit, rather than submitting everything provided to all reviewers. If the material provided to the external and internal reviewers is different, please provide one sample of each\*.
    - Evidence of all relevant sign-offs (such as of the new program proposal or self-study). This should include agendas and minutes from relevant meetings of all Senate (or equivalent) committees and other bodies responsible for quality assurance, as associated with the programs selected for audit;
    - Implementation Plans and Monitoring Reports for the CPRs selected for audit, where applicable;
    - Evidence of the submission to and approval by the university's appropriate committees, as identified in the IQAP;

- All related correspondence/approval documentation between the Quality Council, its Appraisal Committee and the university for the programs listed for audit, as applicable; and
- Any documentation associated with subsequent Quality Council reporting requirements (as appropriate).
- If there is any further evidence of steps taken, as per the IQAP requirements, this material should also be included in the packages submitted for audit.
- If a QA process has not yet been completed, the submission should indicate its current stage in the process in the package of material submitted.
- If there is more than one ratified version of the IQAP that has been used, the version that was in use for the quality assurance of each program selected for audit should be clearly indicated.

\*NOTE: material such as the *curricula vitae* of faculty members and course descriptions do not need to be submitted, although a sample course description may be helpful and the material submitted should make clear what the external reviewers have received.

## Institutional Self-Study

**Institution Name:** \_\_\_\_\_

**Name of institution contact:** \_\_\_\_\_

**Date of new IQAP approval:** \_\_\_\_\_

**Date of submission of the Institutional Self-Study:** \_\_\_\_\_

The Institutional Self-Study is an opportunity for the university to reflect on its current Quality Assurance policies and practices in relation to the cyclical review of existing programs and the development of new ones in the spirit of continuous improvement (Audit Protocol, p. 46). The document should normally be framed following the headings below and **should not exceed 12 pages**. Do not include any appendices. The Institutional Self-Study should summarize the institution's reflection about its Quality Assurance process.

The Institutional Self-Study must be forwarded to the Quality Council after the audit pre-orientation meeting and the assignment of auditors. It will help the Quality Council to identify key issues and guide the auditors during the desk audit and site visit.

### 1) Preparation and Approval of this Institutional Self-Study (half-page)

Describe the consultation done in preparation of the Institutional Self-Study.

### 2) Specific Outcomes of the Last Audit after Quality Council approval (1-3 pages)

In the spirit of continuous improvement, how have the items reported in your last institutional audit been further addressed and/or updated after the Quality Council approved the result of the last audit (full or focused)? Items that might be discussed include:

- best practices
- commendations
- suggestions
- recommendations
- causes for concern

**3) Improvements in the Quality Assurance Process subsequent to the last Audit Process (2-3 pages)**

- a) What improvements were made to your IQAP over the last seven years that arose as a result of:
  - The 2021 Quality Assurance Framework?
  - Internally driven issues in current processes?
- b) Has the cyclical program review process changed since the last audit? How have cyclical program reviews improved programs? What issues, if any, delayed or hindered improvements?
- c) Has the process for new program approval changed since the last audit? What issues, if any, were found in the processes of establishing and monitoring these new programs?

**4) Current challenges and opportunities in maintaining and improving Quality Assurance at your institution (1-2 pages)**

- a) In terms of your Quality Assurance processes, what is going well, or not, and what would you suggest as examples of best practice(s)?
- b) What actions are you taking to review and improve your degree-level expectations, program learning outcomes, curriculum mapping and assessment processes?

**5) Over the next five years, how would you like to see the Quality Assurance process evolve at your institution to enhance continuous improvement? (1-2 pages)**

Please note that material presented here might include changes that are foreseen, but also forward-looking possible adjustments; in either case, the material presented does not represent a formal commitment.

**6) What issues, if any, would you like the Audit Committee to explore, provide feedback on, or help with in this audit to improve your Quality Assurance processes? (0-1 page)**

## Key Audit Steps and Timelines

### Phase One: Launch of Audit through to Approval of Audit Report

Step	Action	Target Timeline	Example Dates for a Winter Term Site Visit
1.	The QA Secretariat notifies the university that its audit will be coming up. The Secretariat and the university then schedule the pre-audit orientation and briefing.	15 months prior to site visit	October 13, 2023
2.	Pre-audit orientation and briefing.	Approx. 12 months prior to site visit	February 28 2024
3.	The QA Secretariat sends the university the Institutional Self-study template and requests the preliminary documentation for audit (see “Documents for Audit”).	Immediately after briefing	March 2024
4.	The university prepares and submits the preliminary documentation.	11 - 12 months prior to site visit	March – April 2024
5.	The Audit Team meets to select the sample of cyclical program reviews and new program approvals, to be audited. Possible in-progress reviews and/or in-development programs are also identified at this time.	Approx. two - three weeks after receipt of requested documents	April 2024
6.	The QA Secretariat consults with the university on the in-progress reviews and/or in-development programs for inclusion in the site visit.	2 – 3 days following Audit Team meeting	April 2024
7.	The QA Secretariat and the university finalize the site visit date.	11 months ahead of site visit	Spring 2024
8.	The QA Secretariat notifies the university of the programs selected for audit, requests the associated documentation, and provides a template for the site visit schedule.	Within 2 – 3 days of Audit Team finalizing all programs selected for	April 2024

Handout 4: Audit Timeline – Nipissing University

Step	Action	Target Timeline	Example Dates for a Winter Term Site Visit
		audit (approx. 10 months before site visit)	
9.	The university assembles and submits the requested documents. The Institutional Self-study is also to be submitted at this time.	Start approx. 10 months prior to site visit, due approx. 3-4 months prior to visit	October 2024
10.	The university arranges the site visit schedule. The QA Secretariat will send requests for one or two drafts to be shared with the Audit Team for feedback.	0- 6 months prior to site visit	Final draft due 2 weeks prior to site visit (late Jan/early Feb 2024)
11.	The auditors conduct desk audits of the submitted documentation.	2 - 4 months prior to site visit	Early January 2025
12.	<b>Site Visit:</b> The Audit Team meets with senior academic administrators, program representatives, students, senate committees, etc.	<b>Feb / Mar (Winter term visit)</b>	TBD
13.	The auditors prepare their post-site visit reports.	Within two weeks of site visit	April 2025
14.	The Audit Team prepares the draft Audit Report.	Within approx. 3 months of site visit	April – May 2025
15.	The QA Secretariat sends the penultimate draft report to the university for fact-checking.	Immediately after Audit Team “sign-off”	May 2025
16.	The university reviews the penultimate draft and submits its fact-checking response within 30 days of receipt.	Within three months of site visit	May – June 2025
17.	The Audit Team receives and considers the fact-checking response from institution and revises the report, as necessary.	Upon receipt	June 2025
18.	The QA Secretariat submits the final draft report, addendum and institutional fact-checking response to the Audit Committee for review and recommendation to Quality Council.	4 – 5 months post site visit	June/July 2025



Step	Action	Target Timeline	Example Dates for a Winter Term Site Visit
19.	The Quality Council meets and accepts the report or refers it back to the Audit Committee for modification.	Next QC meeting after Audit Committee meeting	August 2025
20.	The QA Secretariat publishes the approved Audit Report, absent the addendum, on the Quality Council’s website.  The QA Secretariat then sends the approved Audit Report to the university, with a request to publish the Report (absent the addendum) on its website.	Immediately after QC meeting	August 2025
21.	The QA Secretariat lists the audit in the Quality Council’s next Annual Report. This serves as the reporting requirement to MCU, OCAV and COU	Next QC Annual Report	2025

**Phase Two: Implementation of the Audit Report and Follow-up (as required)**

Step	Action	Target Timeline Fall Site Visit (usually October or November)
1.	The university takes steps to address the Cause(s) for Concern and/or recommendations, as outlined in the Audit Report, adhering to any stipulated timelines and reporting requirements.	Timeline stipulated in Audit Report / QC letter
2.	If a follow-up report is required: Within the timeframe specified in the Audit Report and/or by the Quality Council, the university provides information on the steps taken to address the Cause(s) for Concern and / or recommendations in the Audit Report.	Timeline stipulated in Audit Report / QC letter
3.	The Audit Team prepares commentary on the scope and adequacy of the response	Within one month of receiving follow-up report

Handout 4: Audit Timeline – Nipissing University

<b>Step</b>	<b>Action</b>	<b>Target Timeline Fall Site Visit (usually October or November)</b>
4.	After the auditors “sign-off” on the university’s follow-up report, the commentary on the sufficiency of the response is submitted to the Audit Committee for consideration.	Within 2 months of receiving follow-up report
5.	The Audit Committee reviews the response and the auditors’ commentary and agrees on a recommendation to go to the Quality Council on whether to accept the institutional follow-up response.	Next Quality Council meeting (normally within one month)
6.	The QA Secretariat publishes the auditors’ commentary on the scope and adequacy of response and sends a copy to the institution for publication on its website.	Immediately after QC meeting
7.	The QA Secretariat lists the audit in the Quality Council’s next Annual Report. This serves as the reporting requirement to MCU, OCAV and COU	Next QC Annual Report

# 2024 Learning Outcomes Symposium – *A Path to System Transformation*

## Call for Proposals

October 29 & 30, 2024

Chelsea Hotel, Toronto, ON

## Description

The Program Planning Committee is pleased to invite proposals from session presenters for the upcoming “2024 Learning Outcomes Symposium: A Path to System Transformation”, to be held at the Chelsea Hotel in Toronto, Ontario on **Tuesday, October 29 (afternoon only) & Wednesday, October 30, 2024 (all day)**. The Symposium will be held in person, with a mix of Keynote, plenary panels and concurrent session offerings. Please use this link to access the [Proposal Submission Form](#).

## Symposium Theme: A Path to System Transformation

This year’s Symposium will feature the overarching theme “A Path to System Transformation”, inviting attendees to rethink the development and assessment of learning outcomes in the context of large-scale forces for system change including: anti-racism, reconciliation, technological advances and lifelong learning. Presentations and workshops focusing on other topics will also be considered – please see the list of themes on the next page. This will be an opportunity for faculty, deans, senior administrators, and staff of teaching and learning centres from higher education institutions to share their expertise and experiences.

**The deadline to submit proposals is Wednesday, May 1, 2024 at 11:59 pm. Please submit your proposal using the following link: [Proposal Submission Form](#).**

## Session Formats and Themes

The Planning Committee is seeking innovative proposals for sessions to be delivered on Days One and Two of the Symposium. *Please note that all submissions must be delivered in-person. We regret that we cannot offer virtual sessions.*

The Committee welcomes proposals for sessions in one of the following formats:

- 45-minute presentation
  - Approximately 25 – 30-minute presentation followed by Q & A, or facilitated table discussions with time allocated for around-the-room reflection/report backs.
  - Suggested formats:

- i. Research: Sharing evidence about, for example, the effectiveness of approach or idea, or the connection between LOs and other factors – a traditional presentation style, with time for Q&A
  - ii. Profile/Spotlight: Providing a look at how an approach or idea was/is being implemented in a specific setting, and/or lessons from experience – a traditional presentation style, with time for Q&A
- 90-minute interactive session
  - An **interactive** facilitated workshop with time allocated for around-the-room reflection/report backs. Presenters are encouraged to submit collaborative/joint presentations.
  - Sessions should be more practical in nature, with opportunities for participants to apply one or more tool(s) or approach(es) to their own contexts.

In particular, the Committee is keen to receive proposals that:

- Incorporate diverse perspectives (e.g. perspectives of colleges, universities, Indigenous Institutes, various students/under-represented student groups and various levels of academic study, including graduate);
- Focus on sector, institutional, or program-level initiatives;
- Identify successful and innovative practices and/or pilot projects;
- Will stimulate and provoke discussion;
- Provide opportunities for participants to share expertise in creating and measuring learning outcomes;
- Deliver best practices to support inclusivity and diverse learners;
- Keep students/the student experience front-and-centre in their content.

Proposals will only be considered if they relate to one (or more) of the following **session themes**:

1. The integration of Equity, Diversity, and Inclusion principles and/or policies with the development and assessment of learning outcomes;
2. The integration of and/or basis of Indigenous Knowledges into the development and assessment of learning outcomes;
3. Reconciliation and learning outcomes; de-colonial approaches to the development and assessment of learning outcomes;
4. Working with industry and community partners to develop and assess learning outcomes for work-integrated learning and/or within the experiential learning context;
5. Learning outcomes within the landscape of credentialing and rethinking innovative programming (micro-credentials; open badging; certificates; laddering; competency-based and outcomes-based education programs; co-curricular activities; work integrated learning; etc.);

6. The impact of Artificial Intelligence on the development and assessment of learning outcomes;
7. Masterclass (hands-on targeted workshops for beginners): For example, best practices for defining, assessing, and / or measuring learning outcomes;
8. The relationship between learning outcomes and labour market outcomes.

## Submission Guidelines for Proposals

Please adhere to the following guidelines while writing your proposal, using the attached form:

- Identify speaker(s), affiliations, email addresses, and proposed session title
- Offer a brief description of the proposed session (no more than 350 words)
- Indicate the type of session you are proposing
- Indicate the focus of the session with regards to the thematic areas
- For 90-minute submissions, indicate how you will ensure a truly interactive and engaging session for participants, as well as whether you anticipate asking the participants to do some preparation in advance.

## Proposal Submission Procedure

Please submit your proposal using the form available through the link below.

### [Proposal Submission Link](#)

The deadline for proposals is **May 1, 2024**.

Depending on the distribution between presentations and interactive sessions, approximately 40 proposals will be accepted. Contributors will be notified if their proposal has been accepted on or before June 17, 2024. As participants will be asked to pre-register for the concurrent workshops, it is important to note that presentation descriptions for accepted proposals will be required by July 20, 2024. **Please note that all presenters will be required to register for the conference.**

## Contact Us with Questions

Cindy Robinson  
Ontario Universities Council on Quality Assurance  
[info@oucqa.ca](mailto:info@oucqa.ca)

NIPISSING UNIVERSITY

REPORT OF THE TEACHING AND LEARNING COMMITTEE

November 23, 2023

The following members participated:

Attendance: Graydon Raymer (Dean, Faculty of Education and Professional Studies)  
Rick Vanderlee  
Rob Breton  
Sal Renshaw  
Louela Manankil-Rankin  
Steve Cairns  
Samuel Greco

Regrets: Nancy Black  
Trevor Smith

The Dean of Education and Professional Studies welcomed members as TLC has reconvened for 23FW. The Dean EPS will attend TLC meetings as there is no longer a Dean of Teaching. A Chair and Vice-Chair will be selected at the next meeting.

The TLC discussed the Digital Learning Resources and Field Trips Policy, which was out of date and no longer conformed to the Provincial Guidelines. The PVPA revised the policy and forwarded it to the TLC for consultation. The TLC reviewed and supported the policy with a few suggested edits.

Finally, the TLC discussed some proposed activities/topics for the TLC in 2023-24:

- i) Role of scholarship in teaching and learning at the University;
- ii) Review of the SCES implantation;
- iii) Role of generative artificial intelligence in university teaching and learning;
- iv) Role of the Teaching Hub at the University, including the role of the TLC in hiring Teaching Hub staff;
- v) Connection of other associations, e.g. STLHE and ISOTL, to the TLC.

Respectfully submitted,



G. Raymer  
Dean, Faculty of Education and Professional Studies (Interim)

Motion 1: That Senate receive the Report of the Teaching and Learning Committee dated November 23, 2023.