



ACADEMIC COUNCIL MEETING
Undergraduate Studies Committee

AGENDA

Date: May 20, 2025

Time: 9:00 a.m. – 9:45 a.m.

[Zoom Videoconference Link \(registration required\)](#)

Meeting Materials

No.		Topic	Lead	Suggested Start Time
		Public Session		
1.		Call to Order and Land Acknowledgement	Chair	9:00 a.m.
2.		<i>Agenda</i> (M)		
3.		Chair's Remarks		
4.		Major Program Modification (Approval)		
	4.1	<i>Faculty of Business and IT: Bachelor of Commerce – Specialization in Artificial Intelligence (AI) for Business*</i> (M)	M. Hossein Nejad	9:05 a.m.
	4.2	<i>Faculty of Business and IT: Bachelor of Commerce – Specialization in Cybersecurity for Business*</i> (M)	M. Hossein Nejad	9:10 a.m.
5.		Consent Agenda* (M)	Chair	9:15 a.m.
	5.1	<i>Public Minutes of the April 15, 2025 Meeting*</i> (M)		
	5.2	<i>Frazer Faculty of Education and Faculty of Social Science and Humanities: Bachelor of Arts (Honours) – Educational Psychology*</i> (I)		

	5.3	<i>Bachelor of Health Sciences – Kinesiology to Durham College – Massage Therapy Articulation Agreement Schedule* (I)</i>		
	5.4	Editorial Change: i) BHSc Medical Laboratory Science – Exam Provider and Update to University Information		
6.		Volunteer for June Land Acknowledgement	Chair	9:20 a.m.
7.		Adjournment (M)	Chair	9:25 a.m.
		Non-Public Session		
8.		Call to Order	Chair	9:30 a.m.
9.		Cyclical Program Review (Approval)		
	9.1	Final Assessment Report and Program Learning Outcomes – Bachelor of Information Technology (Hons), Networking and Information Technology Security* (M)	D. Papke	9:35 a.m.
10.		Consent Agenda: (M)		
	10.1	Non-Public Minutes of the April 15, 2025 Meeting* (M)	Chair	9:40 a.m.
11.		Termination (M)	Chair	9:45 a.m.

UNDERGRADUATE STUDIES COMMITTEE REPORT

ACTION REQUESTED:

Recommendation	<input checked="" type="checkbox"/>
Decision	<input type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input type="checkbox"/>

DATE: 20 May 2025

FROM: Faculty of Business and Information Technology

SUBJECT: Major Program Modification – Bachelor of Commerce – Specialization in Artificial Intelligence (AI) for Business

COMMITTEE MANDATE:

In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council”.

MOTION FOR CONSIDERATION:

That USC hereby recommends to Academic Council the approval of the Major Program Modification to the Bachelor of Commerce to offer a Specialization in Artificial Intelligence (AI) for Business.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to add a new specialization (Artificial Intelligence (AI) for Business) available to all majors within the Bachelor of Commerce degree. The Faculty is responding to a major shift in how AI technologies and tools are evolving and becoming an important part of businesses and the wider economy. Our goal is to equip our Bachelor of Commerce students with the knowledge and tools to understand AI, develop skills in using current and emerging technologies, and become informed decision makers. Students who take this specialization will get fundamental knowledge of AI, how it's used in various business functions and operations, and also choose from electives that will allow them to deepen their knowledge in specific technologies or the ethical, legal, and societal implications of AI. The specialization will hopefully help our students become more competitive on the job market and successful in their future roles. It may also create interest in graduate programs in AI for students who are looking to gain further expertise in this field.

Students will be required to complete nine credit hours in AI-focused courses. The proposed specialization fits nicely within the current Bachelor of Commerce program structure with

minimal impact on current program components. Students will choose the required 9 credit hours for this specialization as part of the existing number of BUSI or Open electives on their existing program maps.

RESOURCES REQUIRED:

The Faculty has experienced some growth in programs that have AI components: MBAI, MITS, Tech Management majors. Continued growth in these programs and anticipated interest in this new specialization may warrant additional hires within this area of expertise.

Software and technology licenses may be needed for some of the proposed courses as they may have hands-on activities using AI tools and technologies common in industry.

TRANSITION AND COMMUNICATION PLAN:

The first course in this specialization is anticipated to be offered to students in fall 2026. However, since only a limited number of courses in the specialization will be available in the 2026-2027 academic year, students in their last year of their studies will not be able to choose this specialization. The specialization is therefore available to those students in their 1st, 2nd or 3rd year of studies in the 2026-2027 academic year.

The new specializations will be promoted at the OUF and all recruitment events and will be included in the viewbook, OUAC and the corporate website. Current students will be notified of the new specialization by email and through academic advising.

CONSULTATION AND APPROVAL:

- ✓ Undergraduate Education Committee: 29 April 2025
- ✓ Faculty Council: 6 May 2025
- Undergraduate Studies Committee (Recommendation): 20 May 2025
- Academic Council (Approval): 24 June 2025

Informal consultation with current students indicated a keen desire to gain skills and expertise with AI.

NEXT STEPS:

Pending the recommendation of USC, this change will be presented to Academic Council for approval. If approved, it will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- [Major Program Modification Proposal](#)
New Courses: BUSI2800U, BUSI 3820U, BUSI 4800U, BUSI 4801U*

*All new course proposals are included as attachments within the program proposal link above.

UNDERGRADUATE STUDIES COMMITTEE REPORT

ACTION REQUESTED:

Recommendation	<input checked="" type="checkbox"/>
Decision	<input type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input type="checkbox"/>

DATE: 20 May 2025

FROM: Faculty of Business and Information Technology

SUBJECT: Major Program Modification – Bachelor of Commerce – Specialization in Cybersecurity for Business

COMMITTEE MANDATE:

In accordance with the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility “to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council”.

MOTION FOR CONSIDERATION:

That USC hereby recommends to Academic Council the approval of the Major Program Modification to the Bachelor of Commerce to offer a Specialization in Cybersecurity for Business.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty is proposing to add a new specialization (Cybersecurity for Business) available to all majors within the Bachelor of Commerce degree.

The importance and emergence of the field of cybersecurity in today’s world cannot be overstated, and its impact is no longer limited to technical (e.g. IT) domains. Entire infrastructures, government operations, social connections, health services, and almost every business sector rely on facilities that are potentially vulnerable to cyberattacks. Governments and businesses are increasingly looking for employees who, in addition to their functional area expertise, also have an understanding of cybersecurity and its impacts on various aspects of our organizations and society. With Ontario Tech’s mandate for market-driven programs and the well-established reputation of its IT security programs, this is a natural and relevant addition to our existing BCom program to equip future business professionals and leaders with introductory knowledge and skills in this important domain.

The proposed specialization fits into FBIT's areas of focus in Digital Economy, Data Analytics and Artificial Intelligence, and Digital Technologies. This new specialization in our BCom program will complement and build upon FBIT's portfolio of programs in information security, which includes our highly reputed Bachelor of IT in Networking and IT Security (NITS), as well as our successful Master of IT Security program. It is also a step towards further integration between the various areas of expertise within FBIT and gives our students access to faculty members in IT and Commerce within the same specialization.

The specialization will hopefully help our Commerce students become more competitive on the job market, and open new career paths for them. It may also create interest in graduate programs in cybersecurity for students who are looking to deepen their knowledge in this field.

Students will be required to complete nine credit hours in Cybersecurity-focused courses. The proposed specialization fits nicely within the current Bachelor of Commerce program structure with minimal impact on current program components. Students will choose the required 9 credit hours for this specialization as part of the existing number of BUSI or Open electives on their existing program maps.

RESOURCES REQUIRED:

The Faculty has experienced growth in security and cybersecurity related programs (e.g. MITS) and has also recently started a PhD program in Cybersecurity. Continued growth in these programs and anticipated interest in this new specialization may warrant additional hires within this area of expertise.

Software and technology licenses may be needed for some of the proposed courses as they may have hands-on activities using security and cybersecurity tools and technologies common in industry.

TRANSITION AND COMMUNICATION PLAN:

The first course in this specialization is anticipated to be offered to students in fall 2026. However, since only a limited number of courses in the specialization will be available in the 2026-2027 academic year, students in their last year of their studies will not be able to choose this specialization. The specialization is therefore available to those students in their 1st, 2nd or 3rd year of studies in the 2026-2027 academic year.

The new specialization will be promoted at the OUF and all recruitment events and will be included in the viewbook, OUAC and the corporate website. Current students will be notified of the new specialization by email and through academic advising.

CONSULTATION AND APPROVAL:

- ✓ Undergraduate Education Committee: 5 May 2025
- ✓ Faculty Council: 6 May 2025
- Undergraduate Studies Committee (Recommendation): 20 May 2025
- Academic Council (Approval): 24 June 2025

Informal consultation with current students indicated a keen desire to gain skills and expertise with AI.

NEXT STEPS:

Pending the recommendation of USC, this change will be presented to Academic Council for approval. If approved, it will be included in the 2026-2027 Academic Calendar.

SUPPORTING REFERENCE MATERIALS:

- [Major Program Modification Proposal](#)

New Courses: BUSI 2900U, BUSI 4901U, BUSI 4920U

Course Change: INFR 4680U

*All new and course change proposals are included as attachments within the program proposal link above.



ACADEMIC COUNCIL
UNDERGRADUATE STUDIES COMMITTEE (USC)

Minutes of the Public Session of the April 15, 2025 Meeting
via [Videoconference](#)
9:04 a.m. – 9:49 a.m.

Undergraduate Studies Committee Agenda & Materials 2024-2025

Present: M. Hossein Nejad (Chair), W. Barber, J. Boswell, N. Crow, K. Clow, A. Duff, R. Fortier, H. MacPherson, J. McCabe, S. Nokleby, D. Papke, J. Tam, A. Wingate

Regrets: M. Bluechardt, T. Ubor

Staff and Guests: K. Ayotte (Secretary), J. Laffier, K. McCartney, B. Tranter, S. Vettor

1. Call to Order and Land Acknowledgement

The Chair called the Public session of the meeting to order at 9:04 a.m. and J. McCabe read aloud the Land Acknowledgement.

2. Approval of Agenda

Upon a motion duly made by S. Nokleby and seconded by J. McCabe, the Undergraduate Studies Committee (USC) Agenda was approved as presented, including approving and receiving the Consent Agenda and its contents.

3. Chair's Remarks

M. Hossein Nejad noted that he would be serving as Acting Chair in M. Bluechardt's absence and extended best wishes for a successful exam season and an enjoyable spring and summer.

4. New Program Proposal (Recommendation)

4.1 Faculty of Health Sciences: Bachelor of Science in Nursing (Honours) Second Entry* (M)

J. McCabe advised that the proposed program has been in development for approximately one year and targets second-degree entry students, those with a previous undergraduate degree or substantial credits. She noted that currently, 15-20% of nursing applicants have prior university education, a group not fully served by the existing four-year collaborative degree and that this new standalone program, separate from existing Durham College partnerships, leverages faculty strengths in simulation and strength-based nursing, offering an accelerated alternative to the traditional four-year path.

Addressing questions, J. McCabe confirmed that the program does include a course addressing the Truth and Reconciliation Commission's recommendation for Indigenous health education. She clarified that admissions would remain competitive, with limited spots, and that a small

number would be allocated to internal program transfers. She advised that transfer trends are already monitored and would continue to be tracked.

Addressing whether there is flexibility in the entry requirements, particularly if an applicant is missing some of the required course credits, J. McCabe responded that the specified courses are essential for foundational knowledge and are typically already completed by applicants from health-related backgrounds. So there is limited flexibility, as eligibility for second-degree entry depends on having those specific prior credits.

Concerns were raised regarding resource planning, including the workload for developing new courses and the lack of clarity around faculty hiring, especially with increased student numbers. It was noted that existing faculty may cover some needs, and that resource allocation is expected to follow program approval.

Upon a motion duly made by J. McCabe and seconded by A. Duff, the USC hereby recommends to Academic Council the approval of the Bachelor of Science in Nursing (Honours) Second Entry program and the subsequent recommendation of the program to the Board.

4.2 Mitch and Leslie Frazer Faculty of Education and Faculty of Social Science and Humanities: Bachelor of Arts (Honours) – Educational Psychology* (M)

S. Vettor presented the proposed four-year Honours program in Educational Psychology, developed collaboratively by two faculties. She highlighted that this would be the first undergraduate program of its kind in Canada offering a structured pathway for students interested in both education and psychology. She noted that the program supports academic and career development through graduate study options and specializations in areas such as mental health, technology, and inclusive education. Experiential learning is embedded throughout, including internships and research projects, with an expected initial cohort of 40–60 students annually.

A concern was raised regarding whether students might be discouraged from choosing a specialized program, opting instead for more traditional degrees with broader recognition. In response, S. Vettor explained that the program was designed to reflect existing student interest and to offer flexibility through electives and specializations, noting that it supports multiple post-graduate and career pathways, ensuring students are not limited by the specialization. She also responded to concerns regarding course instructors and clarified that most courses will be taught by existing faculty, with a few new hires and sessionals if necessary. She advised that the program will be managed within current teaching capacity, and future hires may be considered if the program grows.

Members expressed strong support for the proposed program, highlighting its innovation and potential. It was suggested that more interdisciplinary programs like this could benefit students, especially those with interests that cross traditional fields.

Upon a motion duly made by K. Clow and seconded by J. McCabe, the USC hereby recommends to Academic Council the approval of the Bachelor of Arts (Honours) – Educational Psychology program and the subsequent recommendation of the program to the Board.

5. Auditing Process for Students – Canvas Access (I)

A. Wingate provided an update on a previous discussion regarding the configuration of auditing students in the system. After consulting with the Student Systems team, it was clarified that auditing students receive a unique status code, giving them access similar to regular students, but without earning credits or grades. He advised that they are also marked with an unchecked "gradable indicator" field. Upon registration, auditing students are assigned a student role in Canvas, not an auditor role. He noted that faculties typically request that instructors be added as auditors, but not students and if needed, further restrictions in the Learning Management System (LMS) can be applied through an IT service desk ticket. However, it was noted that the current registration setup already ensures auditors are non-gradable and restricted, so additional lockdowns may not be necessary.

A. Wingate responded to a question advising that a recent policy update allows graduate students to audit undergraduate courses at no cost, provided they have permission from their supervisor and Graduate Program Director (GPD). He clarified that the only way to add a student as an auditor is through the formal registration process using a specific code, and that instructors cannot manually add them.

A fulsome discussion took place regarding the differences between auditing and observer roles, particularly concerning access to course materials. It was noted that auditing students, while not graded, still have access to certain course materials, including assessments, which could be problematic in some cases. The distinction between registration status in the student system and roles within the learning management system was clarified. Auditors, who are formally registered, have full access to course content, whereas observers, who are not formally registered, have limited access. A suggestion was made to provide instructors with a clearer understanding of the different access levels for auditors, observers, and teaching assistants, to ensure transparency. It was agreed that further steps would be taken to compile a summary of these distinctions, which could be shared with instructors.

A. Wingate mentioned that efforts are underway to streamline the auditing process for students. This summer, a new form will be developed in collaboration with admissions to make it easier for students, particularly those from other institutions, to declare their interest in auditing a course. Currently, external students use a non-degree track application form, which can lead to confusion, so the goal is to create a clearer process for visiting students wishing to audit courses.

6. Consent Agenda* (M)

The Chair confirmed that the Consent Agenda and the items in the Consent Agenda were approved and received in the approval of the Agenda at the start of the meeting.

6.1 Public Minutes of the March 18 18, 2025 Meeting* (M)

6.2 New Course Proposals:

[SUST 4001U – Sustainability Group Capstone I](#) (I)

[SUST 4002U – Sustainability Group Capstone II](#) (I)

7. Volunteer for April Land Acknowledgement

A. Wingate volunteered to provide the May 2025 meeting's Land Acknowledgement.

8. Adjournment (M)

Upon a motion duly made by S. Nokleby, the Public Session of the USC meeting adjourned at 9:49 a.m.

Kirstie Ayotte, Assistant University Secretary

Draft

UNDERGRADUATE STUDIES COMMITTEE REPORT

ACTION REQUESTED:

Recommendation	<input type="checkbox"/>
Decision	<input type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input checked="" type="checkbox"/>

DATE: 20 May 2025

FROM: Centre for Institutional Quality Enhancement

SUBJECT: New Program Proposal – Bachelor of Arts – Educational Psychology

COMMITTEE MANDATE:

In accordance with the USC Terms of Reference, USC has the responsibility to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council.

BACKGROUND/CONTEXT & RATIONALE:

On April 15, 2025, USC was presented with a program proposal for a new Bachelor of Arts in Educational Psychology developed collaboratively by the Frazer Faculty of Education and the Faculty of Social Science and Humanities. USC examined the proposal as presented and recommended its approval by Academic Council.

Due to an administrative error, the package provided to USC did not include the appendices and documentation related to the External Review of the program. While the committee was able to provide their recommendation to Academic Council with the materials presented, we appreciate that this documentation provides detail and context which would have been helpful in informing the discussion of the program proposal which took place.

To that end, and as these materials will be included with the package submitted for approval by Academic Council, please find enclosed for information all documents not included in the previous submission. We regret the error and look forward to addressing any questions you may have in relation to these additional materials.

CONSULTATION AND APPROVAL:

- ✓ Academic Resource Committee: 10 December 2024
- ✓ Frazer Faculty of Education Faculty Council: 31 March 2025
- ✓ FSSH Faculty Council: 26 March 2025
- ✓ Undergraduate Studies Committee (Recommendation): 15 April 2025
- Academic Council (Approval and Recommendation): 27 May 2025

- Board of Governors (Approval): 26 June 2025

NEXT STEPS:

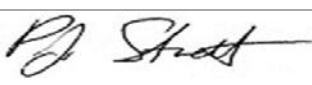

- The proposal will be presented to Academic Council for approval and recommendation to the Board. The proposal must proceed through the following external approval steps
 - Ontario Universities Council on Quality Assurance
 - Ontario Ministry of Colleges and Universities

The preferred date of implementation is in the Fall of 2026

SUPPORTING REFERENCE MATERIALS:

- New Program Proposal with Appendices
- Reports from External Review

New Undergraduate Program Proposal

Name of proposed program (as it will appear on the student's transcript):	Bachelor of Arts (Honours) in Educational Psychology Bachelor of Arts (Honours) in Educational Psychology - Advanced Entry
Degree Designation/Credential (e.g. BA, BSc, BEng, etc.):	BA (Hons)
Cost Recovery Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Professional Program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Faculty (where the program will be housed):	Frazer Faculty of Education
Collaborating Faculty (if applicable):	Faculty of Social Sciences and Humanities
Program Delivery Location:	Downtown Campus - Flexible hybrid (online and in-person)
Collaborating Institution(s) (if applicable):	N/A
Proposed Program Start Date:	September 2026
Proposal Contact:	Allyson Eamer, Shannon Vettor
Submission Date:	March 19, 2025
Approved by Dean (sign and date)	<div style="text-align: right;">  March 19, 2025 </div> <div style="text-align: right; margin-top: 20px;">  May 9, 2025 </div>

For CIQE Use Only:

Date of Academic Council Approval:	
<input type="checkbox"/> External reviewers' report	<input type="checkbox"/> Final, revised proposal

☐ Program's and Dean's response
(with date)*
☐ Summary of changes

☐ CVs, course outlines, and other supporting material (as
appendices; *CVs provided to external reviewers*)

Contents

1. Introduction	3
2. Program Requirements	15
3. Consultation	27
4. Resource Requirements (QAF 2.1.2.6, 2.1.2.8 a)	28
5. Closing Statements Regarding Program Quality (QAF 2.1.2.8)	37
6. Appendices	38

1 Introduction

a) Program Abstract

Please provide a brief overview of the proposed program, to be shared with the public, in 1000 characters or less (including spaces), including:

- *A clear statement of the purpose of the program*
- *Any program components, such as specializations, pathways, micro-credentials, or other offerings in addition to the major*
- *Any distinctive elements, including alternative modes of delivery (including online)*
- *Note that this statement is for external purposes; what do you want potential students/advisors to know about this program?*

Educational Psychology is the study of how people learn, focusing on the biological, cognitive, emotional & social factors influencing knowledge acquisition, retention & application in typical & atypical populations. It informs the effective development of innovative teaching methods, learning environments & interventions for diverse learners & explores factors that can impact educational success.

The Bachelor of Arts in Educational Psychology is Canada's first undergraduate program dedicated exclusively to Educational Psychology. The program addresses the unique needs of students pursuing careers in psychometry, guidance counseling, school social work & education, addressing mental health & developmental needs across the lifespan.

Students explore the theories, research & applications of work on cognition, development, learning theories, assessment practices, inclusive education & technology-enhanced environments. The program offers flexible learning modalities (in-person, online, hybrid-flex) & advanced entry pathways. This unique design allows students to align academic experiences with career goals, preparing them to address complex challenges in education & mental health.

b) Background and Rationale

- Identify what is being proposed, what are the program objectives, and provide an academic rationale for the proposed program*
- Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc. (QAF 2.1.2.1a/b)*
- Describe the mode of delivery (in-class, hybrid, online) and how it will support students in achieving the Degree Level Expectations and learning objectives of the program (QAF 2.1.2.2c)*
- Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University*
- Describe any unique curriculum or program innovations, creative components, or significant high impact practice*

A. Identify what is being proposed, what are the program objectives, and provide an academic rationale for the proposed program

The proposed program addresses a crucial gap in the province's higher education offerings: a Bachelor of Arts in Educational Psychology. The intersection between the disciplines of Education and Psychology is an established area of research and practice. Yet, to date, undergraduate Psychology and undergraduate Education degrees have only been siloed. That is, students can only major in one of the disciplines, with only a select few universities offering Educational Psychology as an individual course or minor. The proposed innovative program is designed to immerse students in the specific psychological principles that directly inform educational practices. Specialized training in Educational Psychology enhances the capacity of educators and mental health professionals to foster inclusive learning environments, improve student outcomes, and support diverse learners (Entwistle, 1998; Kaslow, 2004; Kim et al., 2024; Newcombe et al., 2009; Schutz & Muis, 2023). By concentrating on areas, such as developmental psychology, cognitive psychology, learning theories, assessment, inclusion, and technology-assisted learning, the proposed curriculum is uniquely positioned to equip students with essential skills tailored to the educational and mental health sectors. The holistic approach ensures that graduates can effectively support and advocate for students of all ages and backgrounds and abilities in a multitude of environments.

B. Explain the appropriateness of the program name and degree nomenclature as they relate to the program objectives; list any program specializations, pathways, etc.

The proposed name reflects disciplinary norms. Beyond 'Educational Psychology' being the nomenclature used for the discipline as a whole, it is also commonly used for courses, minors, and graduate degree programs that focus on the intersection of Education and Psychology (i.e., the subject matter of the proposed BA).

The program's first two years have been designed to provide the students with a comprehensive foundation in the core areas of Psychology and Educational Studies, with the third and fourth years allowing for concentration on content areas within Educational Psychology. Students can also choose to explore particular subject areas in greater depth by pursuing one of the optional specializations within educational psychology. Specializations include Aging & Learning in an Era of Technology, Developmental Science & Learning, Inclusive Educational Studies, Mental Health & Special Education, and Learning Sciences & Technology.

The program also offers an advanced entry pathway to students who have completed 2 years of a community college program. This pathway will provide students with the same foundational and concentration of courses as other Educational Psychology students in their 3rd and 4th years, including the opportunities to take work-integrated learning courses, practicum, or internship courses.

C. Describe the mode of delivery (in-class, hybrid, online) and how it will support students in achieving the Degree Level Expectations and learning objectives of the program

The program will utilize a flexible delivery model, incorporating in-class, hybrid, and online formats to facilitate diverse learning preferences and needs. The combination of experiential learning opportunities, including work-integrated courses, practicums, and internships, will enhance students' practical application of theoretical knowledge that they learn within their traditional classes.

D. Describe the ways in which the program fits into the broader array of program offerings within the Faculty and the University

Both FSSH and FED have successful programs in Psychology (BA & BSc) and Educational Studies (BA) with faculty members who are highly respected experts in their respective fields. These programs host a robust course curriculum that would provide the proposed Educational Psychology program with a strong foundational base and extensive topic-specific courses in both the areas of psychology and educational studies.

E. Describe any unique curriculum or program innovations, creative components, or significant high impact practice

The proposed program will be the first of its kind, not just within Ontario but across Canada, to provide an undergraduate degree specializing in Educational Psychology. A limited number of universities offer related coursework or minor concentrations in Educational Psychology. The proposed, dedicated Bachelor of Arts in Educational Psychology is unique in the Canadian landscape, addressing an emerging societal need. This innovative program aims to meet the growing demand for specialized training in the psychological principles underpinning education. As educational institutions evolve to accommodate diverse learning needs and environments, professionals equipped with a thorough understanding of concepts within Educational Psychology (e.g., factors and best practices underlying learning, assessment, and intervention) are becoming essential. When applying to jobs or graduate programs, students with a Bachelor of Arts in Educational Psychology will have a distinct advantage. Their unique and specialized background will equip them with the necessary skills to analyze

and address complex educational challenges, making them attractive candidates.

Graduates of this program will possess robust foundational knowledge in key areas, such as cognition, development, learning theories, and assessment methods. They will develop strong research abilities, critical thinking skills, and a deep understanding of individual differences in learning. This comprehensive curriculum ensures that students not only engage with empirical research and theoretical frameworks but also gain critical hands-on experience through practical applications, internships, and collaborative projects. Such experiential learning opportunities are crucial in helping students apply their knowledge to real-world contexts, thereby enhancing their problem-solving skills and adaptability.

The core competencies developed over the course of the program are essential for those aiming to contribute to educational policy, psychological assessment, or intervention strategies in diverse educational settings. Overall, a dedicated Bachelor of Arts in Educational Psychology not only fulfills an emerging need within the educational sector but also empowers graduates to become leaders and innovators in the fields of Education and Psychology.

c) Consistency of Program Objectives with University Mission, Vision, Integrated Plan, and Strategic Mandate Agreement (QAF 2.1.2.1c)

- *Describe how the program contributes to the University's Mission and Vision*
- *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's [Integrated Plan](#)*
- *Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's [Strategic Mandate Agreement](#)*

The Bachelor of Arts in Educational Psychology program is an innovative initiative that emphasizes the integration of Psychology within educational settings to prepare students for impactful careers. This program not only aligns with the core mission and vision of Ontario Tech University (OTU) but also fits strategically within the university's Integrated Academic-Research Plan (IARP) and Strategic Mandate Agreement (SMA) by focusing on priority areas such as technology-enhanced learning, experiential education, and local community engagement.

OTU's mission centers on **equipping future leaders** with the skills to tackle complex societal issues. The BA in Educational Psychology directly supports this mission by preparing students to address evolving needs in educational, social, and mental health sectors. Moreover, it trains students to work effectively with diverse populations, enabling graduates to make significant contributions to inclusive education and mental health support in Ontario and beyond.

The university's vision of "**embracing technology with a conscience**" is reflected in the program's strong emphasis on **technology-assisted learning**. Students in the program engage with digital platforms and educational technology tools that enhance instructional and assessment techniques, preparing them to use technology ethically and effectively in various educational settings. By training students to apply psychological principles with digital tools in educational contexts, the program fosters technological literacy while promoting ethical considerations in educational psychology and supporting OTU's commitment to **sustainable and ethical technology use**.

The program supports OTU's commitment to "**learning re-imagined**" in several ways. The university will be a leader in pedagogy as it offers the first BA in Educational Psychology in Canada. Using flexible, high-quality pedagogical practices and **multiple delivery formats (e.g., online, hybrid, and in-person options)** will also allow for innovation while accommodating various learning needs, making education accessible and student-centered. Additionally, experiential learning opportunities, such as practicums in educational and community-based settings, provide students with practical, hands-on experience, enhancing both their learning and job-readiness.

Both the topics of study within the Educational Psychology program and the methods of instruction themselves will contribute to a "**Sticky Campus.**" The program inherently focuses on accessibility, diversity, inclusivity, and belonging in learning. As noted, technological solutions will be used to further foster new learning environments and enhance connections between students and faculty.

The BA in Educational Psychology program is well-positioned to leverage **partnerships** with educational institutions, mental health organizations, and community agencies. FSSH already has a robust connection to community partners through its practicum and internship programs, and FED has practicum partnerships with a number of Ontario school boards as well as multiple work-integrated courses, with plans to expand offerings. These partnerships provide students with opportunities for applied research and experiential learning, reinforcing OTU's reputation for community and industry engagement and supporting OTU's emphasis on uncovering innovative solutions through collaborative partnerships.

The BA in Educational Psychology is well-aligned with OTU's mission to produce ethical, innovative leaders capable of addressing complex problems in an inclusive and technologically advanced educational landscape. The program aims to foster a new generation of education professionals skilled in both psychological principles and technology-enhanced learning.

d) Student Demand

- *Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs; results from surveys/focus groups of existing students, graduates, or professionals in the field*
- *Include information about domestic vs. international student interest*

The Bachelor of Arts in Educational Psychology represents a significant innovation in higher education: it will be the first undergraduate program of its kind in the country. Due to its novelty, we cannot look to enrollments in other identical programs to provide evidence for student demand. However, the absence of competing programs is also what suggests that the proposed program will pique interest. Indeed, there have been numerous inquiries about the existence of an Educational Psychology program at student recruitment events (e.g., Open Houses, Ontario Universities' Fair). We also have data that suggests that our current students are creating a bespoke Educational Psychology degree. Despite Ontario Tech's Educational Studies program only being in its second year and the declaration of minor concentrations typically being made by more senior students, there are already approximately 15 students who are either majoring in Educational Studies and minoring in Psychology or vice versa. Many universities have educational psychology programs at the graduate level, which further suggests that there is significant interest in this area of study. Offering those students an undergraduate pathway that more directly aligns with their goals (rather than forcing them to complete an undergraduate degree in Psychology or a related area first) would likely be appealing.

*Note - Due to recent changes in international student intake caps, the program will initially focus primarily on recruiting domestic students.

Enrolment Information

- *Please complete Table 1 and provide, in paragraph form, information regarding enrolment projections*
- *Please determine the academic year when the program enrollment will reach a steady-state and add an asterisk (*) in the corresponding box beside the number*

Although it is difficult to quantify interest due to its novelty, we have attempted to project enrolment levels over the first five years of the program based on other intakes in our respective Faculties. Ontario Tech's Registrar estimates that, annually, we will admit 60 students with relatively high retention across years. However, we conservatively anticipate an initial enrollment of 40 students. This year, a new BA in Educational Studies program enrolled 72 students, whereas the university's programs in Psychology had an intake of approximately 60 students. Importantly, an existing specialty program in Psychology (i.e., Forensic Psychology) drew a comparable number of new students. This suggests not only that there is interest in more focused

programming in Psychology at the undergraduate level, but also that multiple Psychology-related programs can successfully co-exist without compromising each others' enrollments.

Table 1: Projected Enrollment by Academic and Program Year

	2026-27	2027-28	2028-29	2029-30	2031-31
Level of Study					
1 st year	40	50	60*	60	60
2 nd year		34	45	57	57
3 rd year			34	45	57
4 th year				34	45
5 th year					10
Total Enrolment	40	84	139	196	219

e) Societal Need

- Evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)
- Please indicate up to three occupations in which graduates from this proposed program may be employed using the [Ontario Job Futures](#) website; you may also wish to review the [Durham Workforce Authority](#) website and provide any relevant sector portfolio or local/community impact information
- For professional programs, a description of the program's congruence with current regulatory requirements
- Mention if any employers in the area support the need for this program and include a letter(s) of support as an additional appendix

Having a strong background in Education, Psychology, EDI, and mental health should be beneficial for future students seeking employment in a variety of areas within the public and private sectors (e.g., educational counsellors, classroom teachers, government policy analysts or advisors, advisors, HR professionals, career counselling and EDI consultants). Students in this program will likely be drawn to professional degrees in Education, Educational Counselling, Educational Psychology, and Social Work, as well. Employment for future teachers is particularly bright, as the teacher shortage is increasing rapidly (see McIntyre, OCT)

The Ontario Job Futures site lists a variety of jobs related to Educational Psychology. At the post-secondary level, for example, there are positions such as Educational Specialist, International Student Advising, Indigenous Student Advising, and Educational Counselling. At the secondary level, there are currently guidance counselling positions available in 21 Ontario school boards, in multiple private schools, and in multiple vocational training programs (e.g. trucking company, ultrasound institute). A wide variety of clinician jobs are listed on the site as well, including executive function coaching, ADHD & Psychoeducational Assessment, Behavioural Support Specialists, and psychometrics.

The Durham Workforce Authority website indicates a number of Educational Coordinator positions in private tutoring companies (e.g. Oxford Learning Centres) and childcare centers, as well as career development practitioner and career counselling positions.

f) Duplication

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*

The BA in Educational Psychology is distinct from other programs at OTU (e.g., Psychology, Educational Studies), as it features a more specialized curriculum that is grounded in cognition and lifespan development and applied to learning and instruction contexts. It represents a truly interdisciplinary approach, as the program capitalizes on the expertise of both the Psychology and Educational Studies faculty.

The introduction of a Bachelor of Arts in Educational Psychology is not expected to have a significant impact on enrollment in the existing Psychology (BA/BSc) and Educational Studies (BA) programs. As noted earlier, the successful co-existence

of the Psychology and (specialist) Forensic Psychology programs suggests that interest in Psychology is sufficiently robust that new offerings will not undermine current enrollments. Rather, the Educational Psychology BA is expected to enhance financial returns by attracting new students seeking a more specialized degree, broadening the appeal of Ontario Tech as a postsecondary institution of choice.

- *Identify similar or complementary programs offered elsewhere in Ontario in Table 2. Please be brief but specific in the table. Avoid value-based statements*

Table 2: List of Similar Programs in Ontario

N/A. There are no similar or complementary programs offered elsewhere in Ontario at the undergraduate level.

We have provided information about the only minor concentration in Educational Psychology in Canada, below.

Institution Name: McGill University	Credential Level and Program Name
Montreal, Quebec	Minor in Educational Psychology
Link to Program Web Page: https://www.mcgill.ca/undergraduate-admissions/program/educational-psychology	
<p>Brief Program Description:</p> <p>Educational Psychology allows us to better understand and improve the ways we teach and learn. This minor will provide you with an understanding of core topics within the discipline, including:</p> <p>The study of learning, cognition, and teaching in a variety of educational settings Technology and computers as learning tools Cognitive and social processes in learning Evaluation and enhancement of learning and teaching Fostering inclusive education The relationship between education and human development The impact of family and community on children’s learning and development</p> <p>While the field is based in Psychology and Education, it is connected to many other subjects like the health sciences, neuroscience, computer science, social work, policy, and law.</p>	
<p>What differentiates the new program from this existing program:</p> <p>Educational Psychology at Ontario Tech will be a Bachelor of Arts major and not a minor program. It will allow students to be fully immersed in the discipline, featuring components from established Psychology and Educational Studies programs.</p>	

Institution Name: Simon Fraser University	Credential Level and Program Name Undergraduate – Minor in Educational Psychology
Link to Program Web Page: https://www.sfu.ca/education/programs/undergraduate-studies/minors/educational-psychology-minor.html	
Brief Program Description: <p>Educational psychology makes theoretical and experimental inquiries into how students learn from instruction, how they acquire and express motivation in educational settings, and how they develop skills in school subjects and for learning. This program also studies how this first line of inquiry contributes to designs for instructional experiences that promote a full spectrum of achievements.</p> <p>For a teaching career, it provides a research-based foundation in the psychology of teaching and learning underlying a professional studies program. For others, it articulates applied psychology serving one of our society's most important aims, education of people of all ages.</p> <p>Completion of 7 courses from a set list of courses.</p>	
What differentiates the new program from this existing program: <p>Educational Psychology at Ontario Tech will be at the Bachelor of Arts level and not a minor. It will provide students with a foundation of specialized knowledge that will set them above other applicants when applying to postsecondary degrees.</p>	

Institution Name: University of Alberta	Credential Level and Program Name
Edmonton, Alberta	Psychological Studies in Education – Research (graduate programs)
Link to Program Web Page: https://www.ualberta.ca/en/educational-psychology/graduate-programs/psychological-studies-in-education/index.html	
Brief Program Description: <p>Psychological Studies in Education (PSE) endorses a scientist-practitioner model to graduate education. The program is designed for students interested in the application of psychology to education in order to pursue an academic or community-based research career. Students will achieve deep understanding about psychological theories in education, and will gain experience in applying theories to educational and community settings.</p> <p>The PSE: Research Stream provides students with a solid core foundation in the following areas of educational psychology:</p> <ul style="list-style-type: none"> • developmental psychology • cognition, instruction, and learning 	

- methods of educational research
- data analysis in educational research
- community-based research applications

The PSE program emphasizes the following goals:

- to develop a strong foundation in research, principles, and theories in educational psychology
- to prepare students to apply principles, methods, and knowledge of psychology to problems that arise in community and educational settings
- to develop the knowledge and skills to evaluate research and practice in educational psychology
- to develop the capacity to conduct high quality research in educational psychology

Graduates of the PSE program may be able to work as researchers, analysts, or consultants in educational institutions, government and community agencies, private research and development organizations, as well as business and industry.

What differentiates the new program from this existing program:

Educational Psychology at Ontario Tech will be at the Bachelor of Arts level and not a graduate level program. It will provide students with a foundation of specialized knowledge that will set them above other applicants when applying to postsecondary degrees.

Institution Name: The University of British Columbia	Credential Level and Program Name
Vancouver, BC	3 Graduate Level programs: PhD in School & Applied Child Psychology; MA in School & Applied Child Psychology; MEd in School & Applied Child Psychology
Link to Program Web Page: https://www.grad.ubc.ca/research/educational-psychology-rdf5010103	
Brief Program Description: School and Applied Child Psychology prepares students to become psychologists who work in a variety of settings, including research, academic, school, community, and private settings. The primary goal of the program is to develop professional psychologists whose research, training, and practice activities increase the educational and psychological well-being of children and youth. The program follows a scientist-practitioner model, with emphasis on the integration of theory, research, and clinical skills. Training encompasses academic, social, emotional, behavioural, consultation, intervention, and prevention domains. Students receive training in the integration of assessment and intervention, and in relevant professional, legal, and ethical issues.	
What differentiates the new program from this existing program: Educational Psychology at Ontario Tech will be at the Bachelor of Arts level and not a graduate level program. It will provide students with a foundation of specialized	

knowledge that will set them above other applicants when applying to postsecondary degrees.

Institution Name: University of Regina	Credential Level and Program Name
	MEd Educational Psychology
Link to Program Web Page: https://www.uregina.ca/academics/programs/education/masters-educational-psychology.html	
Brief Program Description: The Master of Education in Educational Psychology program emphasizes training and research in two streams: <ol style="list-style-type: none">1. Educational psychology2. Counselling The first stream is designed for students who want to become an Educational Psychologist and potentially register with the Saskatchewan College of Psychologists. The second stream is designed for students who want to become counsellors. Faculty members in Educational Psychology are committed to decolonizing counselling practices and spaces, inclusive education, and social justice in educational psychology. We offer the following graduate programs: Master of Education in Educational Psychology (thesis-based) The thesis-based master's program provides the introduction to scholarly activities and independent, original research and is generally critical to students intending further study at the doctoral level. Master of Education in Educational Psychology (practicum-based) The practicum-based master's program is designed to provide practical experience in the field as opposed to a theoretical or research-based study. Students in the practicum route must select either Practicum Route 1: Psychology in Education or Practicum Route 2: Counselling. Master of Education in Educational Psychology (course-based) The course-based master's program consists of 10 courses.	
What differentiates the new program from this existing program: Educational Psychology at Ontario Tech will be at the Bachelor of Arts level and not a graduate level program. It will provide students with a foundation of specialized knowledge that will set them above other applicants when applying to postsecondary degrees.	

- *Provide additional overall comment on the justification for this duplication*

N/A. There is no duplication at the undergraduate level, as this is the first proposed BA in Educational Psychology in Canada.

2 Program Requirements

a) Admission Requirements (QAF 2.1.2.5)

- *Outline the formal admission requirements; explain how these are appropriate for the program objectives and the program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *If this is not a direct-entry from high-school program, please explain*

Admission requirements for the Educational Psychology program are the same as for all other Bachelor of Arts programs at Ontario Tech:

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M courses, including English (ENG4U). The Educational Psychology program will require students to read, analyze, and communicate psychological and educational concepts, theories, and research. English (4U) will provide students with the necessary communication and analytical skills needed for the first year of university studies.

The expected entering average is 70%. Note: Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

These admission requirements allow for the program objectives and program learning outcomes to be met by ensuring incoming students have the strong academic skills and breadth of knowledge necessary to succeed in the Educational Psychology program. Successful completion of ENG4U in secondary studies, for example, will prepare students to meet PLO #4: Communicate research findings, psychological concepts, and educational strategies clearly and

effectively to a range of community partners and collaborators, including educators, students, and policymakers in ways that are accountable, accessible, and inclusive. A wide range of courses at the secondary level ensures broad exposure to inter-disciplinary conceptual frameworks which contributes to meeting PLO#1: Demonstrate foundational knowledge of key concepts, methodologies, and theoretical approaches in educational psychology and related disciplines.

b) Program Structure, Learning Outcomes, and Assessment of Student Knowledge (QAF 2.1.2.2 a/b/d, 2.1.2.4)

- ***Connect with CIQE (cige@ontariotechu.ca) early in the program development to participate in learning outcome development sessions or arrange for assistance and review prior to the scheduling of the external site visit***
- *In Table 3 below, please describe what the student will know or be able to do (knowledge, methodologies, and skills) by the end of the program and indicate how that knowledge or skill will be demonstrated*
- *An example has been provided in **purple** in the first row and can be removed.*

Degree Level Expectations are set by the Quality Council of Ontario and should not be modified. For the list of and more information on these expectations, including a detailed description, visit their [website](#).

Table 3: Program Learning Outcomes

Program Learning Outcomes By the end of the program, students graduating will be able to... (normally 6-8 outcomes per program with 12 being the maximum)	Degree Level Expectations (list all that apply; you must align with each expectation at least once)	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
PLO#1 Demonstrate foundational knowledge of key concepts, methodologies, and theoretical approaches in educational psychology and related disciplines.	Depth and breadth of knowledge	PSYC 1000U Introductory Psychology PSYC 2010U Developmental Psychology PSYC 2020U Social Psychology PSYC 2030U Psychopathology PSYC 2050U Brain and Behaviour PSYC 2060U Cognitive Psychology PSYC 2900U Research Methods in Psychology BIOL1841U Essentials of Biology COMM 1100U Introduction to Communication and Digital Media Studies SOCI 1000U Introductory Sociology CRMN 1000U - Introduction to Criminology and Justice INDG 1000U Introduction to Indigenous Studies LGLS 1000U Foundations of Legal Studies POSC 1000U Introduction to Political Science EDST 1000U Foundations of Learning EDST 1010U Teaching, Learning & Education EDST 1100U Problem & Inquiry-Based Learning EDST 2110U Assessment and Evaluation EDST 2500U Foundations of Equity, Diversity and Inclusion EDST 2800U Mental Health and Education EDST 2700U Foundations of Special Education EDST 3610U Child Development and Health EDST 3830U Introduction to Guidance Counselling PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II	Tests/Examinations Written Assignments Research Projects Presentations Group projects

<p>PLO#2 Critically evaluate current research, the role of technology, and emerging trends in educational psychology to encourage and promote ongoing personal development and innovation.</p>	<p>Depth and Breadth of Knowledge</p> <p>Knowledge of Methodologies</p> <p>Application of Knowledge</p>	<p>PSYC 1000U Introductory Psychology PSYC 2050U Brain and Behaviour PSYC 2900U Research Methods in Psychology PSYC 2910U Data Analysis in Psychology SSCI 1910U Writing for the Social Sciences COMM 1100U Intro to Communication and Digital Media Studies SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1010U Teaching, Learning and Education EDST 1100U Problem & Inquiry-Based Learning EDST 1130U Writing and Digital Literacy EDST 2110U Assessment and Evaluation PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II</p> <p>In addition, the majority of 3rd/4th year psychology electives will use scholarly reviews and primary sources for their course readings, and assign writing assignments or oral presentations that require primary sources.</p> <p>Likewise, the 3rd/4th year education electives include a focus on research literacy, critical analysis as well as emerging trends in the use of technology to support teaching and learning.</p>	<p>Written Assignments Presentations Critical analysis of a research article</p>
<p>PLO#3 Design and conduct studies utilizing various best-practice qualitative and quantitative research methodologies used within the field of educational psychology.</p>	<p>Knowledge of Methodologies</p> <p>Depth and Breadth of Knowledge</p> <p>Application of Knowledge</p>	<p>PSYC 2900U Research Methods in Psychology PSYC 2910U Data Analysis in Psychology COMM 1100U Introduction to Communication and Digital Media Studies EDST 1100U Problem & Inquiry-Based Learning SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1130U Writing and Digital Literacy PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II</p>	<p>Written Assignments Research Projects Presentations Group projects</p>
<p>PLO#4 Apply psychological theories and research to a variety of practical educational contexts.</p>	<p>Application of Knowledge</p> <p>Autonomy and Professional Capacity</p>	<p>EDST 1000U Foundations of Learning EDST 1130U Writing and Digital Literacy EDST 1100U Problem & Inquiry-Based Learning EDST 2110U Assessment and Evaluation EDST 2800U Mental Health and Education EDST 3820U Psycho-education assessments EDST 3830U Introduction to Guidance Counselling EDST 4160U Exploring Diverse Educational Environments SSCI 4098U Practicum</p>	<p>Tests/Examinations Written Assignments Presentations Group Seminars</p>

		SSCI 4103U Internship EDST 4000U Inquiry and Professional Practice EDST 4300U Engaged Educator Project EDST 4980U Work-Integrated learning I Students who do not opt for the practicum or internship will achieve this PLO through other required courses e.g. through learning about the application of psychological theories to Assessment and Evaluation contexts (EDST 2110U), Mental Health contexts (EDST 2800U), Guidance Counselling contexts (EDST 3830U) and other diverse environments (EDST 4160).	
PLO#5 Communicate research findings, psychological concepts, and educational strategies clearly and effectively to a range of community partners and collaborators, including educators, students, and policymakers in ways that are accountable, accessible, and inclusive.	Communication Skills Knowledge of Methodologies Application of Knowledge Autonomy and Professional Capacity	PSYC 1000U Introductory Psychology PSYC 2010U Developmental Psychology PSYC 2020U Social Psychology PSYC 2030U Psychopathology PSYC 2050U Brain and Behaviour PSYC 2060U Cognitive Psychology SSCI 1910U Writing for the Social Sciences SSCI 4098U Practicum SSCI 4103U Internship EDST 1130U Writing and Digital Literacy COMM 1100U Introduction to Communication and Digital Media Studies SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1100U Problem & Inquiry-Based Learning EDST 3820U Psycho-education assessments EDST 3830U Introduction to Guidance Counselling EDST 4160U Exploring Diverse Educational Environments EDST 4000U Inquiry and Professional Practice EDST 4300U Engaged Educator Project EDST 4980U Work-Integrated learning I PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II	Written assignment Infographics Presentations Group Seminars
PLO#6 Identify and evaluate the role of personal biases and how they may influence the interpretation and application of psychological theories in diverse educational contexts and situations.	Awareness of Limits of Knowledge Application of Knowledge	PSYC 2020U Social Psychology COMM 1100U Introduction to Communication and Digital Media Studies SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1010U Teaching, Learning and Education EDST 1100U Problem & Inquiry-Based Learning EDST 2110U Assessment and Evaluation EDST 2500U Foundations of Equity, Diversity and Inclusion	Written Assignments Self-assessments

Develop mitigating strategies to address the impact of personal biases on the interpretation and application of psychological frameworks in diverse educational contexts and when addressing varied learner needs.		SSCI 4098U Practicum SSCI 4103U Internship EDST 4160U Exploring Diverse Educational Environments EDST 4000U Inquiry and Professional Practice EDST 4300U Engaged Educator Project I EDST 4980U Work-Integrated learning I	
PLO#7 Demonstrate autonomy, professional responsibility, and ethical behaviour when applying educational psychology principles to research or work in educational settings	Autonomy and Professional Capacity Knowledge of Methodologies Application of Knowledge Awareness of Limits of Knowledge	PSYC 1000U Introductory Psychology SOCI 1000U Introductory Sociology EDST 1000U Foundations of Learning EDST 1100U Problem & Inquiry-Based Learning SSCI 1910U Writing for the Social Sciences SSCI 4098U Practicum SSCI 4103U Internship EDST 1130U Writing and Digital Literacy EDST 3830U Introduction to Guidance Counselling EDST 4160U Exploring Diverse Educational Environments EDST 4000U Inquiry and Professional Practice EDST 4300U Engaged Educator Project I EDST 4980U Work-Integrated learning I PSYC 4110U Honours Thesis in Psychology I PSYC 4120U Honours Thesis in Psychology II	Written Assignments Self-assessments

Selecting a few examples from above and with assistance from CIQE (cique@ontariotechu.ca), please provide further details on:

- a. Appropriateness of the program's structure and the requirements to meet both its objectives and program learning outcomes; Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#)
 - b. Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations (How will students demonstrate they have learned and can do what we expect them to by the end of the program?); and
 - c. Completeness and appropriateness of plans for monitoring and assessing:
 - i. The overall quality of the program
 - ii. Whether the program is achieving in practice its proposed objectives
 - iii. Whether the students are achieving the program learning outcomes; and
 - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement
- Please see [Guidance on Assessment of Teaching and Learning](#) for advice on how to satisfy these criteria.

A) Appropriateness of the program's structure and the requirements to meet both its objectives and program learning outcomes.

This 4-year BA program allows students to gradually develop and hone competencies. Students will build foundational knowledge in Psychology and Education Studies (PLO #1; e.g., PSYC 1000U - Introductory Psychology, PSYC 2010U - Developmental Psychology, EDST 2110U - Assessment and Evaluation; EDST 2500U - Foundations of Equity, Diversity and Inclusion), critically evaluate and conduct studies using best practices in the field (PLO #2 and PLO #3; e.g., PSYC 2900U - Research Methods in Psychology, PSYC 2910U - Data Analysis in Psychology), and apply psychological research and theory to a variety of learning settings (PLO #4; EDST 3800U - Mental Health and Education; EDST 3820U - Psycho-education assessments; EDST 4160U - Exploring Diverse Educational Environments). Throughout the program, students will also have opportunities to disseminate information to a variety of audiences (PLO #6; e.g., SSCI 1910U - Writing for the Social Sciences), reflect upon and mitigate personal biases (PLO #5; e.g., EDST 1100U Problem & Inquiry-Based Learning; SSCI 4098U - Practicum), and develop autonomy in research/work settings (PLO #7; e.g., EDST 4980U Work-Integrated learning I; SSCI 4098U - Practicum).

B) Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations

Assessments will reflect the course level and intended learning outcomes (e.g., introductory courses will be more likely to assess foundational knowledge using examinations and short assignments). Following best practices in teaching and learning, instructors will use a variety of approaches across the program to ensure that students develop and demonstrate requisite knowledge and skills in several contexts. This includes assessing the recognition and recall of theories and concepts (e.g., short assignments, tests), the application of theories and concepts to different settings (e.g., research papers, discussion board posts), dissemination of learned information (e.g., infographics, oral and multimedia presentations, social media posts), and experiential learning (e.g., practicum placement and internship reflexive activities). Thus, by the end of the program, students will have achieved all program learning outcomes.

- C) *Completeness and appropriateness of plans for monitoring and assessing:*
- i. *The overall quality of the program*
 - ii. *Whether the program is achieving in practice its proposed objectives*
 - iii. *Whether the students are achieving the program learning outcomes; and*
 - iv. *How the resulting information will be documented and subsequently used to inform continuous program improvement*

Program learning outcomes were developed in keeping with degree-level expectations. Courses and assignments were subsequently selected to achieve these outcomes/expectations. All of these components were developed in consultation with the Teaching and Learning Centre at OTU, as well as with support from CIQE and input from members of the EdPsych Proposal Committee which consists of Deans, Associate Deans, Program Directors, and experts from both faculties.

The program will undergo cyclical program reviews – including a self-study, external evaluation, institutional evaluation, modifications based on recommendations, and follow-up reporting - as per the University's Institutional Quality Assurance Process. In addition to the review every eight years, Ontario Tech's Academic Resource Committee requires a brief report at program launch and a full report one-year after the launch of a new program. If there are areas of concern raised at the one-year report, a subsequent 18-month report will be required. The one-year report will ask the program to review enrollment data, admission averages, and provide an analysis of successes and challenges encountered in the first year. If it is deemed necessary, recommendations will be made to enhance program effectiveness and student success. If required, the 18-month report will address key curricular and student data (e.g. GPA, retention data, etc.) as well as any outstanding recommendations from the one-year report. Pending the committee's review, further documentation may be required of the program for ongoing monitoring. We will pay particular attention to ensuring course content and assignments are well aligned with program learning outcomes through discussions with instructors and program directors. It will also be monitored through course evaluations and other student data (e.g., enrollment, retention, informal feedback).

- *Describe the requirements and structure of the program. Is it full-time/part-time? Is this an online or partially online/hybrid program? What are the unique curriculum or program innovations or creative components in this program?*
- *Address how the program's structure, requirements, and program-level learning outcomes are appropriate in meeting the Degree Level Expectations.*

The BA in Educational Psychology is a full-time program with in-person, online, and hybrid courses. The program itself is innovative as there are no other similar undergraduate programs in Canada. There are also unique specializations in Educational Psychology as well as experiential learning components (e.g., Practicum, Work Integrated Learning) that will offer students unique learning opportunities.

Students will require 120 credit hours, which will include the following:

- **Core first year courses:** Students in the BA Educational Psychology program will receive a broad-based education with introductory courses in Educational Studies, Psychology, and Writing. The students will also have additional introductory courses in Communication Studies and Sociology. Together, these will begin to establish depth and breadth of knowledge, as well as communication skills; these will be built upon throughout the rest of the program.
- **Year Two:** Year two will incorporate core Educational and Psychology courses to provide students with a strong foundation in the disciplines (e.g. Assessment & Evaluation, Developmental Psychology.) It will also feature a more intense concentration on obtaining knowledge of methodologies with the incorporation of a research methods course, and applying knowledge to different areas.
- **Upper-year courses:** In the students' third and fourth years, students will have an opportunity to complete the major or the major with a specialization. The subject areas for the current specializations are Aging & Learning in an Era of Technology, Developmental Science & Learning, Inclusive Educational Studies, Mental Health & Special Education, and Learning Sciences & Technology. Students will be required to complete 4 courses from those designated as counting towards the specialization.

EDST and Psychology electives: Room has been provided in years 3 and 4 for the students to choose from EDST and/or Psychology electives.

Upper-year courses allow for the further development of depth of knowledge, communication skills, application of knowledge, as well as the development of awareness of the limits of knowledge, and greater autonomy and professional capacity.

- **General electives:** Room has been provided for general electives throughout the 4-year degree. Students can choose from any general elective offered at Ontario Tech. This will

provide the student flexibility when planning their curriculum to suit their individual needs and demonstrate breadth of knowledge.

- **Experiential Learning opportunities:** Experiential Learning will be an important component of both the major and major with specializations. There will be space for students to participate in the Engaged Educator Project, Work Integrated learning, practicum, internship or co-op program (when it becomes available). These, along with other coursework throughout the program, will contribute to autonomy and professional capacity expectations.

- *Please attach, as an Appendix, the Program Learning Outcome Alignment Map to Degree Level Expectations*
- *If the program is to be accredited, include with the above information about the accreditation requirements and add the accreditation tables, if available, as an Appendix.*

- *Describe the ways in which the curriculum addresses the current state of the discipline*

The program addresses a gap in the discipline by its focus on establishing a strong foundation in both Psychology and Educational Studies. Thus, from the first year onward, students are immersed in courses that survey the respective disciplines (e.g., Introductory Psychology) but also examine (and critically evaluate) the current state of the research and theory. Educational Psychology is inherently interdisciplinary, which is why founding the program on its two main pillars – education and psychology – is appropriate. The program structure further captures the area's interdisciplinarity by encouraging breadth in related areas across the social sciences, but also general electives in other fields (e.g., health sciences).

As a discipline, Educational Psychology has also recognized the increasing diversity of learners and learning environments by focusing on inclusivity. The program reflects this perspective by explicitly including courses focused on diversity in learning (e.g., Foundations of Equity, Diversity and Inclusion; Foundations of Special Education; Exploring Diverse Educational Environments). Finally, the applied nature of Educational Psychology as a discipline is evident throughout the program. Many courses are related to educational settings and students will have several experiential learning opportunities in which they can apply their knowledge and skills in the field.

- *Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable)*

Experiential Learning will be an important component of both the major and minor with specialization. There will be space for students to participate in a practicum, internship, or co-op program (when available). For example, the FSSH experiential learning program provides an academic course that prepares students for the workforce and includes a placement of at least 100 hours (in the practicum) or 280 hours (in the internship) in an appropriate workplace. The Frazer Faculty of Education offers a number of experiential learning opportunities including a Work Integrated Learning placement of 100 hours. Co-op opportunities in both faculties are currently in development with an expected launch date of Fall 2025. With over 200 established partnerships, students may choose a relevant opportunity depending on student preferences and a successful matching process. All formal experiential learning opportunities in both faculties are competitive and require a minimum 3.0 GPA and fourth year standing.

Placements are regularly available in partner organizations such as Children's Aid Society of Durham, CMHA Toronto, Community Living Oshawa/Clarington, Grandview Kids Foundation, the City of Oshawa, Aura Freedom International, Durham Family Court Clinic, Murray McKinnon Foundation, Regional Municipality of Durham (Social Services), Safety Network Durham, New Roots Therapy, John Howard Society, AIDS Committee of Durham Region, FCJ Refugee Centre, Ministry of Finance, Ministry of the Attorney General, Ministry of Child and Youth Services, Ministry of the Solicitor General and Correctional Services, Durham CityStudio, The Abilities Centre, Durham Best Start Network, the Ontario Library Association, multiple Ontario school boards, and many more. We anticipate that the program will have the capacity for approximately 50 placements per year for qualifying Educational Psychology students.

- *Describe how the principles of Equity, Diversity, Inclusion, and Decolonization have been considered:*
 - *Does the program contain concepts, materials, or resources from scholars/professionals who are part of one or more historically marginalized groups?*
 - *Are multiple perspectives represented in the program, such as those offered by those who are Indigenous, Black, Persons of Colour, and/or 2SLGBTQIA+?*
 - *How has accessibility been considered? More specifically, have the needs of students with disabilities been integrated into the program design (e.g., the ways that students are asked to demonstrate their learning)?*
 - *Will this program provide space to allow for the discussion of other viewpoints outside the “dominant, Western narrative”?*
 - *Have the principles of [Universal Design](#) been considered?*
- *Describe how the potential need to provide accessibility accommodations has been considered in the development of this program; please provide information beyond the services offered by Student Accessibility Services*

The program has a strong EDID focus. Foundations of Equity, Diversity and Inclusion is a required course for all second-year students. There are other courses which explicitly consider diversity, as well, such as Foundations of Special Education and Exploring Diverse Educational Environments. Students also have the opportunity to take numerous courses that are grounded in EDID principles (including concepts/theories, presentations, readings, and other materials). These include Introduction to Indigenous Studies, Psychology of Gender, Unlearning and the Inclusive Curriculum, Models of Inclusion, and Social Justice Issues in Education.

Accessibility is also a central feature of all FED and FSSH offerings, with student accommodation being available as necessary. As with all programs in the Faculties, the Educational Psychology program, incorporates the three principles of Universal Design for Learning:

- 1. Equitable Use:** Our program ensures that all students, regardless of their abilities or backgrounds, can fully participate in and benefit from the learning experience. For example, our classrooms are designed with adjustable desks and wheelchair-accessible seating to accommodate students with mobility impairments, ensuring equitable access to physical spaces. This principle of equitable use extends to our online learning platform, which features customizable settings such as font size and color contrast to accommodate students with visual impairments or reading difficulties.
- 2. Flexibility in Use:** We recognize that students have diverse learning preferences and needs. Therefore, our program offers flexibility in how students engage with course materials and demonstrate their understanding. For instance, students may choose from a variety of assessment options, including written essays, oral presentations, or multimedia projects, allowing them to showcase their knowledge and skills in ways that align with their strengths and interests. This flexibility extends to our teaching methods as well, with instructors employing a variety of instructional techniques to cater to different learning styles.
- 3. Simple and Intuitive Use:** Our program is designed to be intuitive and easy to navigate for all students. Course materials are organized in a clear and logical manner, with consistent formatting and labeling to facilitate comprehension. In addition, we provide comprehensive instructions and guidance to support students in accessing and using course resources effectively. For example, our online learning platform includes tutorials and support resources to help students familiarize themselves with its features and functionalities, ensuring a seamless and user-friendly experience for all learners.

c) Calendar Copy with Program Map(s)

- *Provide, as an Appendix using the template provided, a clear and full calendar copy. The template ensures consistency across all programs in the Academic Calendar*
 - *Note that pathway (Bridge/Advanced Entry) programs will require a separate, usually shorter, section in the Calendar; please be sure to include one entry for each program type. [Pathway Calendar example](#)*

- *New Minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items, please contact [CIQE](#) for more information and templates*
- *Provide, as an Appendix, a full list of all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. Include full course proposals for [new courses](#), and the most recent course syllabi for existing courses. If you are making changes to existing courses, include instead a [course change form](#). In an appendix noted below, you will note which faculty members are expected to teach in the program and who is responsible for developing any new courses.*

Please see Appendix A for the proposed calendar copy. Please see Appendix B for the Advanced Entry proposed calendar copy

Please see Appendix C and D for new course templates and course syllabi

3 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*
- *Describe any consultation undertaken with regard to the principles of Equity, Diversity, Inclusion, and Decolonization*

The new program is expected to have a minimal impact on existing offerings. It is unlikely that a significant number of students who would have enrolled in either Educational Studies or Psychology would migrate to this new program. Evidence for this position comes from the maintenance of robust independent enrollments in the Psychology and Forensic Psychology programs (with the latter being a more specialized offering of the former).

There has been formal and informal consultation with members in both proposing Faculties. Both Faculties are strong advocates for EDID principles and social justice; as such, they are explicitly and implicitly woven throughout the program (e.g., courses, such as Foundation of Equity, Diversity, and Inclusion) and have been considered when building the program.

The Deans of the Frazer Faculty of Education and the Faculty of Social Sciences and Humanities have been integral to the planning of this proposal and present at planning meetings. They fully support the creation of a BA in Educational Psychology.

The Dean of the Faculty of Science has been consulted and made aware of the program, as one prerequisite course is hosted in their faculty and the proposed BA may impact enrollment into that course. Although not directly impacted by the program, other program deans have been made aware of the proposal through the NOI process and meetings.

Informal consultation with students has occurred through academic advising, OUF/Open Houses, webinars, and classes indicate that an Educational Psychology program is appealing to students.

Does this Program contain any Indigenous content? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

Has the IEAC been contacted ☒ Yes ☐ No

If yes, when?

As the program will incorporate existing courses from the Indigenous Studies Minor program, Psychology, and Education Studies programs, and the proposed new courses do not contain Indigenous-specific content, no further consultation with the IEAC will be needed.

What was the advice you received from the IEAC, and how has it been included in your proposal?

As no new Indigenous content is being included, there is no further feedback from the IEAC.

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☒ No

If yes, have they completed their review? ☐ Yes ☐ No ☒ N/A

4. Resource Requirements (QAF 2.1.2.6, 2.1.2.8 a)

a) General Resource Considerations

- *Note here if this new program may impact enrolment agreements with other institutions/external partners that exist with the Faculty/Provost's office*
- *Indicate if the new program will require changes to any existing agreements with other institutions, or will require the creation of a new agreement. Please consult with CIQE (ciqe@ontariotechu.ca) regarding any implications to existing or new agreements.*

The new program will impact pathways agreements with other institutions/external partners. Any existing agreements with other institutions will be amended to allow for college-university pathways to be enhanced by the

new program in Educational Psychology. This program will afford more college graduates the opportunity to pursue a university degree.

b) Faculty Members - Current and New Faculty Requirements

- *Complete as an Appendix, using the Faculty Information template provided, a chart detailing the list of faculty committed to the program and provide any additional details, in paragraph form below*
- *Include here a brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program, achieve the goals of the program and foster the appropriate academic environment, contribute substantively to the program, and commit to student mentoring*
- *Describe the role of any sessional/part-time faculty; provide an approximate percentage used in the delivery of the program and the plans to ensure the sustainability of the program and quality of the student experience*
- *Explain the provision of supervision of any experiential learning opportunities*
- *If new faculty resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)*

No new faculty hires are currently required for this program. Many existing faculty members in both the Frazer Faculty of Education (FED) and the Faculty of Social Science and Humanities (FSSH) have relevant backgrounds, expertise, and experience teaching courses in Education and Psychology, respectively.

Apart from the proposed new courses in EDST, the majority of the proposed curriculum is already being taught by teaching faculty and/or Assistant, Associate, and Full professors from both Faculties. To date, 27 faculty members from all ranks have expressed an interest in teaching in this program. Thus, while we cannot discount the possibility that there may be a need for additional sessional instructors to lead a course in a particular semester due to faculty members' other assignments, it would be minimal and limited in nature. Experiential learning opportunities will be primarily overseen by the respective Faculty Experiential Learning Offices, as is done in other programs.

Please see Appendix C for Faculty Information template.

c) Additional academic and non-academic human resources

- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*
- *If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)*

As mentioned, a limited number of courses may be taught by sessional instructors; there is an adequate labour market from which qualified professors are available. TA support is already included in the budget and will not change significantly. Affected courses within both Faculties are already provided TA support based on the guidelines. Graduate students in FED and FSSH will be well-equipped to support the Educational Psychology program.

d) Supporting information for online and hybrid programs

- *Describe the adequacy of the technological platform to be used for online delivery*
- *Describe how the quality of education will be maintained*
- *Describe how the program objectives will be met*
- *Describe how the program learning outcomes will be met*
- *Describe the support services and training for teaching staff that will be made available*
- *Describe the sufficiency and type of supports that will be available to students*
 - *How has accessibility been considered?*
 - *What strategies have been considered to accommodate students with disabilities?*
 - *Have the principles of [Universal Design](#) been considered?*
 - *Will course content be offered in both written and audible forms (e.g., closed captioning, transcriptions)?*
 - *Is course content designed logically and is it easy to follow with limited instruction?*
 - *Are assignment expectations clear (i.e., a rubric)?*
 - *Have the needs of students with limited or unreliable access to wi-fi been considered (e.g., breaking down pre-recorded lectures into maximum 10-minute videos)?*

Ontario Tech University has a robust learning management system (Canvas) and a stable internet system with access to secure VPN protocols. Even prior to the COVID lockdowns, Ontario Tech had well-established courses that were taught online. Since then, these tools have improved, and faculty members have become more adept at teaching online. Indeed, some faculty members have been teaching courses online since the early 2000s. Quality education can be maintained with clear expectations, careful planning of the curriculum, and engagement with the students. Since the university wishes to include a variety of delivery modalities, faculty members have developed strong methodologies for teaching online, in- person and in hybrid formats.

By designing all courses, including hybrid and online, with attention to Universal Design for Learning (UDL) protocols, we work to ensure that all students are accommodated to the best of our ability. UDL principles are considered by ensuring that all students have access to ppt slides prior to lectures, using closed captioning on lecture videos, having

flexible scheduling of assignments, and so on, within the limits imposed by university rules and structures.

Within the parameters of academic freedom, course content is designed logically and clearly outlined on the syllabus. Given the wide range of andragogical models, different courses may have different designs and levels of complexity. Assignment expectations are clearly laid out in the syllabus or in assignment information sheets and within the Canvas Learning Management System. The university's Teaching and Learning Centre provides workshops that assist instructors in planning their courses, including advice on teaching online, rubric and assignment best practices, and so on, such as chunking lecture videos into shorter 10 min segments.

Students are always encouraged to reach out to instructors, academic advisors, and the Associate Dean of Undergraduate Experience if they run into difficulties in any of their courses, whether they are online or in-person.

e) Existing student supports

Ontario Tech University, as a relatively small campus community, has a centralized delivery model for student supports. All undergraduate students have access to an extensive support system that ensures a quality student experience. Each Faculty may provide additional, Faculty- or program-specific supports. In addition to the outlined services below, students may also take advantage of the [Campus Bookstore](#), [Housing and Living Resources](#) as well as the [Ontario Tech Student Union](#). Further information can be found at: <http://studentlife.ontariotechu.ca/>.

FACULTY-SPECIFIC SUPPORT

The Academic Advising department is dedicated to providing a high level of accessible and individualized support to students. Advisors are available Monday to Friday via email, virtual chat, in-person drop-ins, and daytime and evening appointments.

All students in the Faculty of Social Science and Humanities and the Frazer Faculty of Education are supported by a team of both first year and upper year focused Academic Advisors. The first-year advisor is dedicated to supporting students through a successful transition to university and conducting early alert outreach and programming to support student retention. Upper year advisors work with students beyond first year to develop and refine goals, explore academic opportunities and options, problem solve challenges and provide overall support in navigating the academic environment towards graduation.

STUDENT LIFE

Student Learning Centre

Ontario Tech University fosters a high level of academic excellence by working with students, undergraduate and graduate, to achieve educational success. Faculty specific academic resources are available online and include tip sheets and videos.

Academic specialists offer one-on-one support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Student Learning Centre can also accommodate the needs of a specific course or program.

Student Accessibility Services

Ontario Tech University ensures that students with disabilities have equal opportunities for academic success. Student Accessibility Services operates under the Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act. Services and accommodation support are provided for students with documented disabilities and include:

- Adaptive technology training
- Alternate format course material
- Learning skills support
- Testing support
- Transition support for incoming students

Student Accessibility Services also provides inclusive peer spaces, support groups, and skills workshops for students.

Career Readiness

Ontario Tech University offers comprehensive career service assistance, co-op and internship support and a variety of valuable resources to help students along their career paths, including:

- Assistance with creating effective job-search documents
- Career counselling
- Co-op and internships
- Interview preparation
- Job market information
- Job search strategies

The Career Centre hosts a variety of events during the academic year including employer information and networking sessions, job fairs and interviews conducted by leading employers.

Student Engagement, Equity and Inclusion, and **Indigenous Education and Cultural Services**

The university supports students' successful transition and provides opportunities to develop leadership and professional skills throughout their university career. Services provided include:

- Equity and inclusivity programming and support groups
- Indigenous Education and Cultural Services provides space and supports for students to connect with Indigenous culture and resources
- Opportunities to grow and develop leadership skills through the Ambassador and Peer Mentorship program

- Orientation and events through first year
- Peer mentoring
- Services and supports for international and exchange students
- Specialized programming for first-generation, graduate, Indigenous, international, mature, online, transfer and diploma-to-degree pathways students

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Access short term counselling and therapy services
- Access tools and resources online to learn about mental health and how to maintain good health and wellness
- Attend drop-in sessions
- Participate in events, activities or support groups that promote positive health and well-being
- Work with a mental health professional to address concerns

Students in distress will also be provided with support and counselling as needed. There is no cost to students and services are confidential. For those who need long-term counselling support or specialized mental health services, Ontario Tech University will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities

Ontario Tech University offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf training centre. Students are able to participate in varsity and intramural sports as well as group fitness classes and personal training sessions.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff
- Treatment of disease, illness, and injury
- Allergy injections, immunizations, and influenza injections
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy
- An on-site laboratory (blood work, STI testing, throat swabs, etc.)
- Gynaecological healthcare and prescriptions

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and SAFA is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

INFORMATION TECHNOLOGY RESOURCES

Ontario Tech University is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at Ontario Tech University.

One of the greatest advantages of Ontario Tech University's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your course-specific software allows you to work on your own or with others and enjoy seamless access to all Ontario Tech online resources. TELE supports Bring-your-own-device (BYOD) which provides you with laptop standards when acquiring the right laptop for your program and software support services onsite and online. An annual fee for TELE covers a wide range of program-specific software, technical software support, exam support and virus protection.

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

Wireless network

Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical

connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

Exam support services

IT Services provide hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

Laptop repairs

IT Services provide on campus repairs on eligible laptop models.

IT Service Desk

The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

General Use Workstations (GUWs)

Ontario Tech undergraduate students are able to use general workstations available at the library and have access to Bring Your Own Device Technology-Enriched Learning Environment (BYOD TELE) model course-specific software.

Software Support

Software Support specialists are available to students on-site and online to assist in downloading/installing University software and support any other software related issues.

Printing services

Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

TEACHING & LEARNING CENTRE

The mission of the Teaching and Learning Centre (TLC) at Ontario Tech University is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech University towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in

teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

f) Physical resource requirements

- *Please attach a report, as an Appendix, from the Library regarding existing library holdings and support for student learning; please contact your [Subject Librarian](#) as you begin your proposal to request a 'Library statement for new program proposal'*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc. **If new space is required, please complete Table 4 (examples in purple); otherwise, please remove this Table from the document***
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as it relates to space, as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)*
- ***If new resources are needed, describe the plan and commitment to provide these resources to support the program and the rationale in section 4g)***

There are no additional physical resource requirements.

g) Resource Summary

- *Provide a brief statement of the funding requirements and the rationale.*

A few courses which are capped at low enrollment have been identified as courses which will require extra sections at the inception of the program. All other courses can incorporate the projected growth at inception, and when needed, any increase in sections due to growth of the program, will be accounted for within the individual Faculty Yearly budgets.

Should enrollment at inception be lower than anticipated, students could be accommodated within existing sections.

Human Resource Requirements

Are additional faculty required to be able to offer this program? ☐ Yes ☒ No

If yes, what year will the faculty hire be required, and are there additional criteria associated with the hiring requirement (e.g. enrolment levels)?

Are additional staff required to be able to offer this program? ☐ Yes ☒ No

If yes, please outline what year the staff hire will be required and any additional criteria associated with the hiring requirement:

Space Requirements

Are there additional space requirements specific to being able to successfully launch this program? ☐ Yes ☒ No

If yes, please provide additional details:

Technology Requirements

Are there additional technology requirements specific to being able to successfully launch this program? ☐ Yes ☒ No

If yes, please provide additional details:

Additional Resource Requirements

Are there additional resource requirements not specified above that are required to successfully launch this program? If so, please outline them below:

There are no additional resource requirements.
--

The resource requirements outlined above have been reviewed and approved by the Academic Resource Committee (ARC): 10 December 2024

5. Closing Statements Regarding Program Quality (QAF 2.1.2.8)

- *Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; what areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience*
- *Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience*

The collective faculty expertise within both the Psychology and Educational Studies programs is exceptionally well suited to contribute substantially to the proposed program. Our faculty members bring diverse backgrounds, experience, and research interests encompassing a wide range of psychological and educational subfields, including but not limited to developmental psychology, cognitive psychology and science, learning theories, mental health, inclusive and adaptive education and learning techniques, and technology integration in educational settings. Many of our faculty members have established themselves as leading scholars in their respective areas, with a strong record of publication in top-tier academic journals and contributions to key psychological and educational debates.

The structure of the BA in Educational Psychology is designed to ensure students gain a high-quality, intellectually rigorous experience through a mix of theoretical and practical coursework. The program includes experiential learning opportunities like practicums and internships within educational and mental health institutions, allowing students to apply theoretical concepts in real-world contexts. Faculty expertise and research experience, particularly in areas such as blended and flipped learning models, mental health in education, and technology's role in learning, underpins these experiences and ensures that course content remains relevant, and research informed. By integrating insights from psychology on cognitive processes and mental well-being, the program promotes an understanding of how learners process information and develop emotionally within different learning environments. This psychological foundation, combined with advanced pedagogical foundations, supports an educational experience that is both academically rigorous and directly applicable to real-world educational settings.

These faculty strengths ensure that students benefit from courses rooted in cutting-edge research on learning and mental health, allowing them to develop skills that are in high demand in educational and mental health settings. With expertise in areas like cognitive and social-emotional development, technology-assisted learning, and adaptive education practices, our faculty provide a solid foundation for delivering a program that addresses current challenges and gaps in the field of educational psychology.

6. APPENDICES

Appendix A – Calendar Copy

Appendix B – List of New and Existing Courses

Appendix C – Appendix C - New Course and Course Change proposals

Appendix D – Existing Courses – Course Descriptions

Appendix E – Faculty Information

Appendix F – Library Report

Appendix G – Letters of Support

Items to be separate documents sent to CIQE:

Faculty CVs (provided to External Reviewers)

New Program Funding and Tuition form (for CIQE use only)

Budget Spreadsheet (for ARC use only)

Educational Psychology

General information

Educational Psychology is the scientific study of how people learn, including the different ways individuals acquire, process, and retain knowledge. The discipline examines the biological, cognitive, emotional, and social factors involved in learning, assessment, and intervention in typical and atypical populations. It drives the development of effective and innovative teaching methods and learning environments and explores factors that can enhance or hinder educational success.

The program is designed to address the unique needs of students pursuing careers in areas such as psychometry, guidance counseling, school social work, and education for individuals across all ages and mental health diversities. The curriculum immerses students in the theories, research, and applications of work on cognition and development across the lifespan, with a particular emphasis on learning theories, assessment practices, inclusive education, and technology-enhanced learning environments

Specializations

Students will have the opportunity to obtain additional specializations within one of five subject areas: Aging and Learning in an Era of Technology, Developmental Science and Learning, Inclusive Educational Studies, Mental Health and Special Education and Learning Sciences and Technology. To achieve a specialization, students will be required to take a minimum of four course credits, as described in more detail below.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria, including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with [number of 4U and/or 4M credits], including English (ENG4U). All other applicants should refer to admissions for the requirements for their specific category of admission.

Practicum

A limited number of fourth-year students are granted an opportunity to participate in a learning experience with a community organization. The Practicum course consists of 100 hours of fieldwork, in-class seminars, a set of academic assignments and a major research paper and poster. As part of the pre-practicum process, students will be required to acquire a Vulnerable Sector check. For additional information, please refer to the course description for SSCI 4098U.

Internship

This program offers students who have successfully completed three years of study with a cumulative 2.7 GPA an opportunity to engage in a work-integrated learning partnership with organizations locally and globally. The internship program not only gives students an opportunity to apply classroom concepts to the challenges of organizational life, but also helps them to gain valuable and relevant work experience to promote networking and life-long career success.

The internship program placement equates to a minimum of 280 hours of paid or unpaid field experience. The intern's wages, where applicable, are paid by the sponsoring organization over a contracted period. The faculty may provide links to various internship placement opportunities or a student may secure an internship opportunity that meets the criteria as prescribed by the Faculty of Social Science and Humanities. Successful work placement completion and both a verbal and written final project will result in the intern receiving a mark and three credits toward the Honours Bachelor of Arts degree requirements.

Admission to the internship program is competitive. While students are participating in an internship program, they may enrol in up to two additional courses (six credits) per semester. These courses must not interfere with the internship schedule outlined by the employer. For additional information, please refer to the course description for SSCI 4103U.

Work-Integrated Learning Courses

Students are free to enroll in the following experiential learning courses (as electives) from the Mitch and Leslie Frazer Faculty of Education:

- EDST 4300U – Engaged Educator Project I
- EDST 4301U – Engaged Educator Project II
- EDST 4980U – Work Integrated Learning I
- EDST 4981U – Work Integrated Learning II

Degree requirements

To be eligible for the Bachelor of Arts (Honours) degree in Educational Psychology, students must meet both the degree requirements and requirements of the major as outlined below for a total of 120 credits. Each year prior to course registration, the

order and timing of course offerings will be released by the faculty and communicated to students.

Year 1 [30 credit hours]

- BIOL 1841U - Essentials of Biology
- EDST 1000U - Foundations of Learning
- EDST 1010U - Teaching, Learning and Education
- EDST 1100U - Problem and Inquiry-Based Learning
- PSYC 1000U - Introductory Psychology

One of:

- COMM 1100U - Introduction to Communication and Digital Media Studies
- CRMN 1000U - Introduction to Criminology and Justice
- INDG 1000U - Introduction to Indigenous Studies
- LGLS 1000U - Foundations of Legal Studies
- SOCI 1000U - Introductory Sociology
- POSC 1000U - Introduction to Political Science

One of:

- EDST 1130U - Writing and Digital Literacy **or**
- SSCI 1910U - Writing for the Social Sciences

Three General Electives* (recommended elective: ALSU 1101U Foundations for Academic Learning and Success)

Year 2 [30 credit hours]

- EDST 2110U - Assessment and Evaluation
- EDST 2500U - Foundations of Equity, Diversity and Inclusion
- EDST 2800U - Mental Health and Education
- EDST 3610U - Child Development and Health
- PSYC 2010U - Developmental Psychology
- PSYC 2030U - Psychopathology
- PSYC 2050U - Brain and Behaviour
- PSYC 2900U - Research Methods in Psychology

Two General Electives*

Year 3 [30 credit hours]

- EDST 2700U - Foundations of Special Education
- EDST 3820U - Psycho-education assessments
- EDST 3830U - Introduction to Guidance Counselling

- PSYC 2020U - Social Psychology
- PSYC 2060U - Cognitive Psychology
- PSYC 2910U - Data Analysis in Psychology

One of:

- PSYC 3910U – Advanced Data Analysis in Psychology or
- Psychology elective**

One Educational Studies elective***

Two General electives*

Year 4 [30 credit hours]

One of:

- EDST 4160U - Exploring Diverse Edu Environments
- EDST 4000U - Inquiry and Professional Practice
- EDST 4300U - Engaged Educator Project
- EDST 4980U - Work-Integrated learning I

Three Educational Studies electives***

One of:

- SSCI 4098U - Practicum **or**
- SSCI 4103U - Internship **or**
- Psychology elective**

One of:

- PSYC 4110U – Honours Thesis I **or**
- Psychology elective**

One of:

- PSYC 4120U – Honours Thesis II **or**
- Psychology elective**

One Psychology elective**

Two General electives*

General electives*

General electives can be taken at/or adjoining their year level, where permission has been granted and prerequisites have been fulfilled. Any non-required course in any

faculty can count towards students' necessary general electives.

Psychology electives**

Any non-required course with a PSYC 3XXX or 4XXX designation can count towards students' necessary Psychology electives.

Educational Studies electives***

All EDST courses that are not core courses are eligible as Educational Studies electives.

Specializations

To specialize in any of the following Educational Psychology specializations, the student must complete one course from List A and one course from List B, and two others from either list, for a total of four courses, in addition to other program requirements:

Note: Courses included in more than one specialization cluster can count towards either specialization but cannot be double counted towards multiple specializations for the same student.

EDST 3999U – Special Topics in Educational Studies, PSYC 3900U – Special Topics in Psychology I and PSYC 4900U – Special Topics in Psychology II may count towards the specialization, as determined appropriate on a course-by-course basis. Please see Academic Advising for approval.

Aging and Learning in an Era of Technology specialization

List A:

- EDST 2410U – Foundations of Adult Learning
- EDST 3120U – Workplace Learning
- EDST 3440U – Managing and Developing eLearning Projects
- EDST 3460U – Working with Clients and Partners
- EDST 4470U – Trends and Issues in Educational Technology

List B:

- PSYC 3070U – Stress and Coping
- PSYC 3150U – Psychology of Aging
- PSYC 3700U – Aging and Mental Health
- PSYC 3710U – Positive Psychology

Developmental Science and Learning specialization

List A:

- EDST 2170U – Designing Inclusive Learning Environments
- EDST 3160U – Developing Literacy
- EDST 3170U – Developing Numeracy
- EDST 3610U – Child Development and Health
- EDST 4150U – Holistic Learning in Early Childhood Education
- EDST 4610U – Coding and Maker Pedagogies for Young Children

List B:

- PSYC 3035U – Adolescence
- PSYC 3045U – Child Maltreatment
- PSYC 3075U – Biopsychology of Sex
- PSYC 3330U – Developmental Psychopathology
- PSYC 3530U – Developmental Neuroscience

Inclusive Educational Studies specialization

List A:

- EDST 2170U – Designing Inclusive Learning Environments
- EDST 3140U – Digital Communication Technologies
- EDST 3500U – Unlearning and The Inclusive Curriculum
- EDST 3700U – Models of Inclusion
- EDST 4500U – Enabling Learning through Technology
- EDST 4530U – Social Justice Issues in Education

List B:

- PSYC 3060U – Personality Psychology
- PSYC 3075U – Biopsychology of Sex
- PSYC 3500U – Stereotypes and Prejudice
- PSYC 3550U – Psychology of Gender
- PSYC 4210U – Social Cognition
- SSCI 2020U – Issues in Diversity

Mental Health and Special Education specialization

List A:

- EDST 2700U – Foundations of Special Education
- EDST 3700U – Models of Inclusion
- EDST 3710U – Understanding the Diversity of Educational Needs

- EDST 4150U – Holistic Learning in Early Childhood Education
- EDST 4700U – Technology and Assistive Tools for Special Education

List B:

- PSYC 3045U – Child Maltreatment
- PSYC 3065U – Emotion
- PSYC 3070U – Stress and Coping
- PSYC 3085U – Drugs and Behaviour
- PSYC 3330U – Developmental Psychopathology
- PSYC 3700U – Aging and Mental Health
- FPSY 3055U – Treatment in Forensic Settings

Learning Sciences and Technology specialization

List A:

- EDST 2120U – Culture and Digital Technologies
- EDST 2140U – Creating Digital Tools
- EDST 2150U – Teaching to Facilitate Learning
- EDST 2160U – Online Learning
- EDST 3160U – Developing Literacy
- EDST 3170U – Developing Numeracy
- EDST 4120U – Games and Simulations for Learning
- EDST 4500U – Enabling Learning through Technology
- EDST 4470U – Trends and Issues in Educational Technology

List B:

- PSYC 3065U – Emotion
- PSYC 3610U – Thinking and Decision Making
- PSYC 3620U – Motivation and Emotion
- PSYC 3630U – Sleep and Consciousness
- PSYC 4210U – Social Cognition
- PSYC 3520U – Introduction to Cognitive Neuroscience

Educational Psychology - Advanced Entry

General information

Educational Psychology is the scientific study of how people learn, including the different ways individuals acquire, process, and retain knowledge. The discipline examines the biological, cognitive, emotional, and social factors involved in learning, assessment, and intervention in typical and atypical populations. It drives the development of effective and innovative teaching methods and learning environments and explores factors that can enhance or hinder educational success.

Educational Psychology - Advanced Entry students will take the same mandatory courses as other Educational Psychology students in their third and fourth years, but the order that these courses are taken will differ to facilitate completion of all course requirements within a two-year period.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

For further information, please visit [college-university transfer programs](#).

Practicum

A limited number of fourth-year students are granted an opportunity to participate in a learning experience with a community organization. The Practicum course consists of 100 hours of fieldwork, in-class seminars, a set of academic assignments and a major research paper and poster. As part of the pre-practicum process, students will be required to acquire a Vulnerable Sector check. For additional information, please refer to the course description for SSCI 4098U.

Internship

This program offers students who have successfully completed three years of study with a cumulative 2.7 GPA an opportunity to engage in a work-integrated learning partnership with organizations locally and globally. The internship program not only gives students an opportunity to apply classroom concepts to the challenges of organizational life, but also helps them to gain valuable and relevant work experience to promote networking and life-long career success.

The internship program placement equates to a minimum of 280 hours of paid or unpaid field experience. The intern's wages, where applicable, are paid by the

sponsoring organization over a contracted period. The faculty may provide links to various internship placement opportunities, or a student may secure an internship opportunity that meets the criteria as prescribed by the Faculty of Social Science and Humanities. Successful work placement completion and both a verbal and written final project will result in the intern receiving a mark and three credits toward the Honours Bachelor of Arts degree requirements.

Admission to the internship program is competitive. While students are participating in an internship program, they may enrol in up to two additional courses (six credits) per semester. These courses must not interfere with the internship schedule outlined by the employer. For additional information, please refer to the course description for SSCI 4103U.

Work-Integrated Learning Courses

Students are free to enroll in the following experiential learning courses (as electives) from the Mitch and Leslie Frazer Faculty of Education:

- EDST 4300U – Engaged Educator Project I
- EDST 4301U – Engaged Educator Project II
- EDST 4980U – Work Integrated Learning I
- EDST 4981U – Work Integrated Learning II

Advanced Entry completion requirements

Students accepted into the Advanced Entry program will complete the following courses:

Year 3 [30 credit hours]

- BIOL 1841U - Essentials of Biology (or PSYC elective - 3000 level or above - if have two college biology courses)
- EDST 1000U - Foundations of Learning
- EDST 2110U - Assessment and Evaluation
- EDST 2500U - Foundations of Equity, Diversity and Inclusion
- EDST 2800U - Mental Health and Education
- EDST 3610U - Child Development and Health
- PSYC 1000U - Introductory Psychology (or PSYC elective - 3000 level or above - if have college psychology course)
- PSYC 2030U - Psychopathology
- PSYC 2900U - Research Methods in Psychology
- PSYC 2910U - Data Analysis in Psychology

Year 4 [30 credit hours]

- EDST 2700U - Foundations of Special Education
- EDST 3820U - Psycho-education assessments
- EDST 3830U - Introduction to Guidance Counselling
- PSYC 2010U - Developmental Psychology
- PSYC 2050U - Brain and Behaviour
- PSYC 2060U - Cognitive Psychology

One of:

- EDST 4160U - Exploring Diverse Edu Environments
- EDST 4000U - Inquiry and Professional Practice
- EDST 4300U - Engaged Educator Project
- EDST 4980U - Work-Integrated learning I

One of:

- PSYC 3910U – Advanced Data Analysis in Psychology or
- General Elective*

One of:

- SSCI 4098U - Practicum **or**
- SSCI 4103U - Internship **or**
- PSYC 4110U - Honours Thesis I **or**
- Psychology elective**

One of:

- PSYC 4120U – Honours Thesis II or
- General elective*

General electives*

General electives can be taken at/or adjoining their year level, where permission has been granted and prerequisites have been fulfilled. Any non-required course in any faculty can count towards students' necessary general electives.

Psychology electives**

Any non-required course with a PSYC 3XXX or 4XXX designation can count towards students' necessary Psychology electives.

Educational Studies electives***

All EDST courses that are not core courses are eligible as Educational Studies electives.

Educational Psychology (BA) GAS Transfer

Students who have successfully completed a General Arts and Sciences Certificate - Liberal Arts Transfer option may apply for direct admission into the second year of the General Psychology program. Students will need to complete BIOL 1841U – Essentials of Biology (unless they have two college biology courses) prior to enrolling in the required second year General Psychology course PSYC 2050U – Brain and Behaviour.

Admission Requirements:

Eligible General Arts and Sciences Certificate applicants must have achieved a mark of no less than 70 per cent in each required course in the GASC — Liberal Arts Transfer courses, with an overall average of 77 per cent or higher. Admission remains competitive and so is not guaranteed.

Program map is the same as the BA in Educational Psychology for years two, three and four, but students who do not have two college-level biology credits will need to take BIOL 1841U – Essentials of Biology in the first semester of year two.

Appendix B – List of New and Existing Courses

Existing Courses

- BIOL1841U Essentials of Biology
- COMM 1100U Introduction to Communication and Digital Media Studies
- CRMN 1000U - Introduction to Criminology and Justice
- EDST 1000U Foundations of Learning
- EDST 1100U Problem & Inquiry-Based Learning
- EDST 1130U Writing and Digital Literacy
- EDST 2110U Assessment and Evaluation
- EDST 2500U Foundations of Equity, Diversity and Inclusion
- EDST 2700U Foundations of Special Education
- EDST 3610U Child Development and Health
- EDST 4000U Inquiry and Professional Practice
- EDST 4300U Engaged Educator Project I
- EDST 4301U Engaged Educator Project II
- EDST 4980U Work-Integrated learning I
- EDST 4981U Work-Integrated learning II
- INDG 1000U Introduction to Indigenous Studies
- LGLS 1000U Foundations of Legal Studies
- POSC 1000U Introduction to Political Science
- PSYC 1000U Introductory Psychology
- PSYC 2010U Developmental Psychology
- PSYC 2020U Social Psychology
- PSYC 2030U Psychopathology
- PSYC 2050U Brain and Behaviour
- PSYC 2060U Cognitive Psychology
- PSYC 2900U Research Methods in Psychology
- PSYC 2910U Data Analysis in Psychology
- PSYC 3060U Personality Psychology
- PSYC 3065U Emotion
- PSYC 4110U - Honours Thesis in Psychology I
- PSYC 4120U – Honours Thesis in Psychology II
- SOCI 1000U Introductory Sociology
- SSCI 1910U Writing for the Social Sciences
- SSCI 4098U Practicum
- SSCI 4103U Internship
- SSCI 4104U Internship II

New Courses

- EDST 1010U Teaching, Learning & Education
- EDST 2800U Mental Health and Education
- EDST 3820U Psycho-education assessments
- EDST 3830U Introduction to Guidance Counselling
- EDST 4160U Exploring Diverse Educational Environments
- PSYC 3700U Aging and Mental Health
- PSYC 3710U Positive Psychology

NEW COURSE TEMPLATE

For changes to existing courses see [Course Change Template](#)

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:

[Frazer Faculty of Education](#)

This new course is associated with:

☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes

☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

[Bachelor of Arts \(Honours\), Educational Studies](#)
[Bachelor of Arts \(Honours\) Educational Psychology](#)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

[2025-2026](#)

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

[Fall 2025](#)

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: [EDST](#)

Course Number: [1010U](#)

Full Course Title:

[Teaching, Learning & Education](#)

Short-Form Course Title (max. 30 characters):

Teaching, Learning & Education

Course Description

"Teaching, Learning, and Education" is an introductory course that unpacks the interconnected but distinct nature of these three foundational concepts. Students will engage with current and emerging issues facing educators and learners, exploring how teaching, learning, and education manifest in a broad array of contexts, from formal schools to informal and alternative settings. The course emphasizes the impact of cultural, social, and environmental factors on education, examining how these elements shape teaching and learning practices throughout the human lifespan. Through discussions, case studies, and reflective assignments, students will develop a deeper understanding of how modern educational approaches strive to support inclusive, equitable, and effective learning experiences for all.

Credit Hours: 3			
Contact Hours – please indicate total number of hours for each component			
Lecture:		Lab:	
Tutorial: 1.5		Other: 2.0	
Cross-listings			
Prerequisites for Calendar			
Prerequisites for Banner			
Co-requisites			
Prerequisites with concurrency (pre or co-requisite)			
Credit restrictions	<input type="checkbox"/> Equivalency*		
Recommended Prerequisites			
Course Restrictions			
Course Type	Core	Elective	X Core or Elective
Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)			
Grading scheme	X N (normal alpha grade) P (pass/fail)		

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

- Videos of guest speakers/ virtual field trips from a range of learning environments
- Asynch with discussion opportunities ie PerusAll, Canvas knowledge checks
- Connect current issues and challenges to their experiences,
- reflection activities to unlearn from their apprenticeship of learning
- analyze cases including struggling learners

Assessment

- Reflection paper connecting issues in education to their learning journey
- Infographic Educational theorist and impact on a modern learning environment (In Kritik?)
- short paper that explores an innovation in teaching, learning and education e.g. green schools, 3D virtual learning spaces, hy-flex etc
- Report on a learning environment outside of K-12 education (format? Kritik?)
 - Ideas
 - Admin
 - Ed psych
 - Workplace L&D
 - Instructional designer
 - Learning requirements Needed to do in the program
 - Analyze through issues identified in class
- Connecting research and practice - (Canvas knowledge checks, discussion forums,
- Case study - propose a variety of learning environments to support the learner(s) in the case (could be a choice of cases provided to them)

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

Upon completion of this course, students are expected to:

- Analyze their experiences in teaching, learning and education through the lens of EDI and innovation
- Examine the role of cultural, social, and environmental influences on educational experiences throughout life.
- Recognize learning needs and the variety of appropriate educational contexts to support learning at different life stages.
- Compare and contrast a variety of teaching, learning and education environments available in the early years with their purposes
- Compare and contrast a variety of teaching, learning and education environments available in middle childhood with their purposes - including informal and alternative settings.
- Compare and contrast a variety of challenges facing teaching learning and education of adolescents and learning environments

- Compare and contrast a variety of teaching, learning, and education environments available to adults and in workplaces including practical scenarios such as career development, and personal growth.
- Propose inclusive and adaptive learning environments that support learners at all stages of life (cases).

Does this course contain any experiential learning components? X Yes No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. Students must watch the pre-tutorial videos and do any associated readings or activities before coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☒ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

TBD

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students.

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There are no financial implications. This course will run as student demand requires

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see [Course Change Template](#)

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:

[Frazer Faculty of Education](#)

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes

☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map:
Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

[Bachelor of Arts \(Honours\), Educational Studies](#)

[Bachelor of Arts \(Honours\), Educational Studies – Advanced Entry](#)

[Bachelor of Arts \(Honours\), Educational Psychology](#)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

[2025- 2026](#)

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: [EDST](#)

Course Number: [2800U](#)

Full Course Title:

[Mental Health and Education](#)

Short-Form Course Title (max. 30 characters):

Mental Health and Education

Course Description

This course focuses on the mental health of students and teachers/instructors in Canadian educational institutions from K to post-secondary. Students in the course will learn of the various mental health problems facing students and educators, such as depression, anxiety, and burnout, and how these problems impact learning and performance. Educational practices such as individual education plans (IEP), accommodations, and teaching strategies are examined as they apply to students across their lifespans and in various settings such as elementary school, college, or an alternative setting like a group home. In addition, mental health supports within K-Post-secondary schools are explored with consideration for evidence-based interventions, roles and responsibilities of individuals, cultural competency, life-long learning, and addressing mental health stigma. Consideration for education in the digital age is a crucial concept, with educational technologies, current issues of digital tools, and online learning examined. This course is delivered online and allows students to become immersed in the content and address current beliefs and views related to mental health safely and reflectivity

Credit Hours: 3.0

Contact Hours – please indicate total number of hours for each component

Lecture:

Lab:

Tutorial: 1.5

Other: 2.0

Cross-listings

Prerequisites for Calendar

EDST 3610 or PSYC 2010

Prerequisites for Banner

Co-requisites

**Prerequisites with concurrency
(pre or co-requisite)**

Credit restrictions

☐ **Equivalency***

Recommended Prerequisites

Course Restrictions

Course Type

☐ **Core**

Elective

☒ **Core or Elective**

Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)

Grading scheme

☒ **N (normal alpha grade)**

☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	

WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. It is critical that students watch the pre-tutorial videos and do any associated readings or activities prior to coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Understand psychological, social, and educational theories and frameworks that inform mental health practices in educational settings.
2. Develop mental health literacy which includes understanding various mental health problems, risk factors, signs and symptoms, and evidence-based interventions.
3. Understand and describe the link between mental health and learning or performance across the lifespan.
4. Understand and describe how within educational settings mental health is assessed and supported for educators, students, or other relevant stakeholders.
5. Identify evidence-based strategies and interventions for supporting students' and educators' mental health.
6. Understand the role of crisis intervention, risk assessment and trauma-informed practices in educational settings to create safe schools
7. Identify and develop teaching strategies that will support student learning including accommodations, individual education plans, and referral support
8. Develop professional, ethical and inclusive pedagogies to create safe and accepting spaces in education for diverse populations.
9. Develop strategies for promoting resilience and flourishing for both individual and collective well-being.
10. Understand and evaluate the role of technology in student success to develop technology guidelines and pedagogy.

--

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will learn to consider EDIC factors in mental health. Courses will build concepts in Belonging, inclusion and psychological safety - that is the course.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

This course was developed by a team of possible instructors and then shared with the EDST team and FED for feedback

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☒ Yes ☐ No

If yes, when?

TBD

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There will be no financial impact of adding this course. It will be offered when there is a place in the schedule

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see [Course Change Template](#)

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:

[Frazer Faculty of Education](#)

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

[Bachelor of Arts \(Honours\), Educational Studies](#)
[Bachelor of Arts \(Honours\), Educational Studies – Advanced Entry](#)
[Bachelor of arts \(Honours\), Educational Psychology](#)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

[2025-2026](#)

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

[Winter 2026](#)

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: [EDST](#)

Course Number: [3820U](#)

Full Course Title:

[Psycho-Education Assessments](#)

Short-Form Course Title (max. 30 characters):

Psycho-Ed Assessments

Course Description

Many psychological and learning assessments occur in educational settings. These psycho-education assessments can include intelligence testing, cognitive test batteries, learning exceptionalities (e.g., Dyslexia), Neurodiversity (e.g. Autism), behavioural measures, and school-related mental health conditions (e.g., anxiety). They provide insight into student learning and behavioural profiles, enhancing our understanding of student academic and cognitive capacities and needed interventions and support. In this course, students will learn about these types of assessments, including their purpose, how they are administered, action and intervention plans for learners, and the roles of people conducting the testing, including school psychologists and psychometrists. Students will critically examine issues of validity, reliability, and biases of the testing measures, as well as debates about testing practices in education. This online course includes hands-on activities to explore various testing measures and case examples.

This course does NOT qualify students to do psycho-educational assessments.

Credit Hours: 3.0

Contact Hours – please indicate total number of hours for each component

Lecture:

Lab:

Tutorial: 1.5

Other: 2.0

Cross-listings

Prerequisites for Calendar

EDST 2110 Assessment & Evaluation
EDST 2800 Mental Health and Education

Prerequisites for Banner

Co-requisites

**Prerequisites with concurrency
(pre or co-requisite)**

Credit restrictions

☐ **Equivalency***

Recommended Prerequisites

Course Restrictions

Course Type

☐ **Core**

Elective

☒ **Core or Elective**

Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)

Grading scheme

☒ **N (normal alpha grade)**

☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	<input checked="" type="checkbox"/>	HYB (In Class and Online Delivery)	<input checked="" type="checkbox"/>
IND (Individual Studies)		OFF (Off Site)	

WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. Students must watch the pre-tutorial videos and do any associated readings or activities prior to coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Understand and articulate theories related to psychoeducational assessment including learning and development across the lifespan.
2. Differentiate between assessment types, including cognitive, emotional, achievement, and behavioural assessments, for varied educational settings.
3. Understand how psycho-educational assessments are designed, including consideration for research, validity and reliability, biases, and equitable and inclusive elements.
4. Understand how a range of psych-educational assessments are administered, scored, and interpreted.
5. Apply research skills, including statistical analysis to analyze data and identify trends and patterns in student learning
6. Understand and apply assessment findings to educational practices, including assessing academic readiness, developing Individualized Education Plans (IEPs), behavioural plans, or accommodations, and promoting intervention strategies for student needs.
7. Develop written and verbal communication skills for writing reports and meeting with children, parents, teachers, and other relevant stakeholders.
8. Demonstrate professional, ethical and inclusive pedagogies to create safe and accepting spaces for assessment purposes.
9. Recognize the role of mental health and health in learning challenges and develop referral and multi-disciplinary team approaches.
10. Utilize technology in the administration and analysis of assessments when developing intervention strategies and support.

Does this course contain any experiential learning components? X Yes

No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will apply an EDIC lens in considering assessment findings.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

This course was developed by a team of possible instructors and then shared with the EDST team and FED for feedback

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☒ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

TBD

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There will be no financial impact of adding this course. It will be offered when there is a place in the schedule

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see [Course Change Template](#)

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:

[Frazer Faculty of Education](#)

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes

☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

[Bachelor of Arts \(Honours\), Educational Studies](#)

[Bachelor of Arts \(Honours\), Educational Studies – Advanced Entry](#)

[Bachelor of arts \(Honours\), Educational Psychology](#)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

[2025-2026](#)

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: [EDST](#)

Course Number: [3830U](#)

Full Course Title:

[Introduction to Guidance Counselling](#)

Short-Form Course Title (max. 30 characters):

Guidance Counselling

Course Description

This course introduces students to the field and role of guidance counselling in educational settings. Guidance counselling is a process that helps individuals discover and develop their academic, vocational and psychological potentials for optimum performance and flourishing in life. Students will explore the role of guidance counselling in education, including the theoretical and practical approaches related to mentoring, coaching, guiding and counselling. Key concepts related to positive psychology, such as strength-based approaches, theories of motivation, decision-making, and empowerment, are examined. Students will also explore how guidance counselling can vary to benefit people of different ages, backgrounds, and abilities. This online course includes participatory activities to explore guidance counselling case studies.

Credit Hours: 3.0

Contact Hours – please indicate total number of hours for each component

Lecture:

Lab:

Tutorial: 1.5

Other: 2.0

Cross-listings

Prerequisites for Calendar

EDST 2800- Mental Health and Education
EDST 3820 PsychoEducational Assessments

Prerequisites for Banner

Co-requisites

**Prerequisites with concurrency
(pre or co-requisite)**

Credit restrictions

☐ **Equivalency***

Recommended Prerequisites

Course Restrictions

Course Type

☐ **Core**

Elective

X Core or Elective

Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)

Grading scheme

☒ **N (normal alpha grade)**

☐ **P (pass/fail)**

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. It is critical that students watch the pre-tutorial videos and do any associated readings or activities prior to coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

On the successful completion of the course, students will be able to:

1. Demonstrate an understanding of foundational theories, models and approaches related to education, wellness, and career guidance.
2. Understand how to design and deliver evidence-based academic, wellness or career interventions and action plans to meet the needs of a diverse student population
3. Develop strategies for fostering the key skills for resilience such as socio-emotional learning, emotional intelligence, critical thinking, problem-solving and decision-making skills in diverse student populations.
4. Develop therapeutic communication skills to support diverse student populations at varied stages in their life.
5. Demonstrate professional, ethical and inclusive pedagogies to create safe and accepting spaces.
6. Develop written and verbal communication skills for writing reports and meeting with children, parents, teachers, and other relevant stakeholders.
7. Develop crisis intervention, risk assessment, and trauma-informed skills to support students and make appropriate referrals to mental health professionals.
8. Provide career and college readiness counselling, aligning students' goals with realistic opportunities.
9. Facilitate self-assessment activities to help students identify their strengths, interests, and areas for growth for personal empowerment.
10. Incorporate technology in guidance practices, including digital tools for career exploration, skill development or mental health support.

Does this course contain any experiential learning components? X Yes

No

If yes:

Case Study	X	Simulated Workplace Project	
------------	---	-----------------------------	--

Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will learn to consider EDIC factors in guidance counselling decisions.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

This course was developed by a team of possible instructors and then shared with the EDST team and FED for feedback

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☒ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

TBD

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There will be no financial impact of adding this course. It will be offered when there is a place in the schedule

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see [Course Change Template](#)

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:

[Frazer Faculty of Education](#)

This new course is associated with:

☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☐ Yes

☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

[Bachelor of Arts \(Honours\), Educational Studies](#)

[Bachelor of Arts \(Honours\), Educational Studies – Advanced Entry](#)

[Bachelor of Arts \(Honours\), Educational Psychology](#)

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

[2025-2026](#)

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

[2026-27](#)

[Fall 2026](#)

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: [EDST](#)

Course Number: [4800U](#)

Full Course Title:

[Exploring Diverse Educational Environments](#)

Short-Form Course Title (max. 30 characters):

Diverse Ed. Environments

Course Description

In this course, education students will explore a variety of professional environments in education and educational psychology. Using site visits, videos and case studies, students will examine a range of educational settings, including schools, learning centers, community organizations, alternative education programs, section 68 schools and counseling environments. Through observation, reflection, and critical analysis, students will connect these experiences to key themes in education and educational psychology, such as child development, learning theories, motivation, neurodiversity, and assessment practices. This course encourages reflective practice and deeper understanding of professional roles, promoting insights into potential career paths in education and related fields.

Credit Hours: 3.0	
Contact Hours – please indicate total number of hours for each component	
Lecture:	Lab:
Tutorial: 1.5	Other: 2.0
Cross-listings	
Prerequisites for Calendar	4th year in EDST or EdPsych
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	EDST 3800- Mental Health and Education EDST 3820 - Psycho-Education Assessments EDST 3830 - Introduction to Guidance Counselling
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core Elective X Core or Elective
Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)	
Grading scheme	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	X	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

This course will use a flipped classroom approach where students prepare for synchronous tutorials by viewing the video(s), readings and pre-tutorial activities. These course activities are designed to allow for access using a wide range of mobile devices, such as Smartphones and tablets.

Tutorials (synchronous class sections): Each week there is a scheduled online tutorial with the instructor and attendance is required. It is critical that students watch the pre-tutorial videos and do any associated readings or activities prior to coming to the tutorial session.

Instructional approaches to be used in the course may include:

- interactive media and apps
- pre-recorded lectures,
- small and large group discussions, in synchronous and/or asynchronous formats
- Case Studies -
- Use frameworks to analyze cases, videos and observations

Authentic assessments will be used to connect learning with experiences. Possible assessments may include:

- Reflective Journal
- Analysis of case or observation
- Interactions with readings and viewing through discussion

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](http://teachingandlearning@ontariotechu.ca), or contact them at teachingandlearning@ontariotechu.ca.)

1. Develop a comprehensive understanding of diverse education and educational psychology work environments.
2. Reflect on and critically analyze observed practices through educational and psychological frameworks.
3. Synthesize theoretical knowledge with observations and case studies in professional settings.
4. Engage in professional reflection to understand personal and professional growth within educational contexts.
5. Explore potential career pathways and roles within education and educational psychology.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

Case Study	X	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences	X		
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will be required to apply an EDID lens when reflecting on their observations and experiences.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

This course was developed by a team of possible instructors and then shared with the EDST team and FED for feedback

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☒ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

TBD

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☒ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

A focus group of interested students

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

There will be no financial impact of adding this course. It will be offered when there is a place in the schedule

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty: FSSH	
This new course is associated with: <input type="checkbox"/> Minor Program Adjustment <input checked="" type="checkbox"/> Major Program Modification <input type="checkbox"/> New Program <input type="checkbox"/> None	
Will this course appear anywhere other than the course description section of the Calendar?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map: Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

--

Subject Code: PSYC	Course Number: 3700U *ensure the course code has not been previously used
Full Course Title: Aging and Mental Health	
Short-Form Course Title (max. 30 characters): Aging and Mental Health	

Course Description

This course explores the mental health issues faced by older adults, considering various angles and factors that influence their well-being. Topics covered include cognitive aging, the impact of conditions like dementia, approaches for assessing mental health, treatment strategies, and the ways older adults demonstrate resilience. Students will gain insight into the specific challenges of aging and how these can be addressed to support mental and emotional health in later life.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	PSYC 1000U
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	PSYC 2010U & PSYC2030U
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Core or Elective
Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)	
Grading scheme	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

Possible assessments may include:

- Tests/Exams
- Critical Analysis & Research Papers
- Presentations
- Case Studies

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

Upon completing the course, student will be able to:

- Recognize various theories related to mental health and aging
- Explain the experiences of different mental health conditions in older adults, including their symptoms, assessment methods, and potential treatment options
- Critically analyze societal portrayals of aging and mental health

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	x
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will be required to apply and EDIC lens when reflecting on their observations and experiences.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- A course from another faculty is being added or removed from the program map.
- Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).

- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

New courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact.

Faculty:
FSSH

This new course is associated with:

☐ Minor Program Adjustment ☒ Major Program Modification ☐ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?

☒ Yes ☐ No

If you answered yes to the above, please complete:

A new core course for an existing program, specialization or minor: Minor Program Adjustment

A new elective course for an existing program, specialization or minor, listed in the program map:
Course Placement

A new course (core or elective) related to a Major Program Modification: Major Program Modification

A new course (core or elective) related to a New Program: New Program proposal

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Educational Psychology

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2025

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2025

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Subject Code: PSYC

Course Number: 3710U

*ensure the course code has not been previously used

Full Course Title:
Positive Psychology

Short-Form Course Title (max. 30 characters):
Positive Psychology

Course Description

This course explores the scientific study of positive psychology, which focuses on understanding and promoting human flourishing and well-being. Students will examine the key principles, theories, and research in positive psychology, including topics such as happiness, mindfulness, resilience, strengths, gratitude, and positive relationships. The course emphasizes applying these concepts to enhance personal and professional development.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	Lab:
Tutorial:	Other:
Cross-listings	
Prerequisites for Calendar	PSYC 1000U
Prerequisites for Banner	
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Core or Elective
Is the course: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Professional (e.g. some Education courses)	
Grading scheme	<input checked="" type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

Course instructional method:

CLS (In Class Delivery)	x	HYB (In Class and Online Delivery)	x
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)	x	WEB (Fully Online – Asynchronous)	x
Not Applicable			

Teaching and assessment methods:

Possible assessments may include:

- Tests/Exams
- Critical Analysis & Research Papers
- Presentations

- Case Studies

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

By the end of this course, students will be able to:

1. Investigate the foundational theories and empirical research that define the field of positive psychology.
2. Identify and analyze the key elements that contribute to individual well-being, including happiness, resilience, and optimism.
3. Apply positive psychology concepts such as strengths, gratitude, and positive relationships to real-world situations.
4. Synthesize knowledge of positive psychology to create practical strategies for enhancing personal and professional development.
5. Examine how various psychological factors and interventions contribute to long-term well-being and life satisfaction.

Does this course contain any experiential learning components? ☒ Yes ☐ No

If yes:

Case Study	x	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	x
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

Students will be required to apply an EDID lens when reflecting on their observations and experiences.

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

☐ Yes ☒ No

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS THAT MAY BE IMPACTED?*

☐ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

FINANCIAL IMPLICATIONS

PROVIDE AN ANALYSIS OF THE FINANCIAL IMPLICATIONS ASSOCIATED WITH THE NEW COURSE.

None

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

COURSE CHANGE TEMPLATE

For new courses see New Course Template

Changes to courses must be entered into Curriculog prior to Faculty Council. Please use this template to provide the information to your Curriculog contact. If you are uncertain about a change or definitions of terms used on this form, please reach out to your Curriculog contact, or cige@ontariotechu.ca.

Faculty: FSSH	
Course Level	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate

COURSE CHANGES (check all that apply)

<input type="checkbox"/>	Contact hours	<input type="checkbox"/>	Cross-listings
<input type="checkbox"/>	Co-requisites	<input type="checkbox"/>	Experiential Learning
<input type="checkbox"/>	Course description	<input type="checkbox"/>	Grade Mode (N – alpha grade, P – Pass/Fail)
<input type="checkbox"/>	Course Instructional Method (CLS, HYB, WB1, WEB)	<input type="checkbox"/>	Learning outcomes
<input type="checkbox"/>	Course number or course Subject code	<input checked="" type="checkbox"/>	Prerequisites
<input type="checkbox"/>	Course title (include new short form title)	<input type="checkbox"/>	Delete course from Academic Calendar
<input type="checkbox"/>	Credit restrictions and/or Equivalencies	<input type="checkbox"/>	Teaching and assessment methods
<input type="checkbox"/>	Credit weighting	<input type="checkbox"/>	Course restrictions
<input type="checkbox"/>	Deleting an Elective Shown in the Program Map	<input type="checkbox"/>	Other (please specify):

IS THIS COURSE CHANGE ASSOCIATED WITH A PROGRAM PROPOSAL? ☒ Yes ☐ No

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE/PROGRAM OBJECTIVES

Updating the pre-req so that 4th year ED PSYC students could take Honours thesis as long as they meet the 3.7 GPA

FINANCIAL IMPLICATIONS

None

CALENDAR START DATE (When the course should first appear in the Academic Calendar e.g. 2020-2021)

Fall 2028

REGISTRATION START DATE (The first time the course will be open for registration e.g. Fall 2020)

Fall 2028

ADDITIONAL SUPPORTING INFORMATION (optional; please indicate if you are attaching any additional documentation)

--

--

COURSE INFORMATION

Subject Code: PSYC	Course Number: 4110U and 4120U
Full Course Title: Honours Thesis in Psychology I and II	
Short-Form Course Title (max. 30 characters):	

CHANGE TO CALENDAR DESCRIPTION (if required)

Current	Proposed

CHANGE TO CREDIT AND CONTACT HOURS [if applicable, indicate changes to total contact hours only; changes to frequency (e.g. 1x3 hours to 2X1.5 hours) not required]:

Credit Hours	
Lecture	Lab
Tutorial	Other

OTHER CHANGES (if applicable)

Cross-listings	
Prerequisites for Calendar and Banner	Fourth-year standing and minimum 3.7 GPA in Psychology or Educational Psychology
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	<input type="checkbox"/> Equivalency*
Recommended Prerequisites	
Course Restrictions	
Course Type	<input type="checkbox"/> Core <input type="checkbox"/> Elective <input type="checkbox"/> Core or Elective
Grading scheme	<input type="checkbox"/> N (normal alpha grade) <input type="checkbox"/> P (pass/fail)

***Equivalency:** Two courses are similar enough in content that they are considered equivalent so students can register in either course but they will only receive credit for one course in their program.

CHANGES TO COURSE INSTRUCTIONAL METHOD (if applicable):

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

CHANGES TO TEACHING AND ASSESSMENT METHODS (if applicable)

--

CHANGES TO LEARNING OUTCOMES (if applicable; for assistance developing course learning outcomes, please refer to the Teaching and Learning [website](#), or contact them at teachingandlearning@ontariotechu.ca.)

--

DOES THIS COURSE CONTAIN ANY EXPERIENTIAL LEARNING COMPONENTS?

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

IMPACT AND CONSULTATION

(Curriculog contact to complete an Impact Report)

DOES THIS COURSE CHANGE IMPACT BOTH THE UNDERGRADUATE AND GRADUATE CALENDARS?

☐ Yes ☒ No

WHAT CONSIDERATIONS HAVE BEEN MADE FOR EQUITY, DIVERSITY, INCLUSION AND DECOLONIZATION?*

--

For more information and guidance on incorporating equity, diversity and inclusion principles in curricula, please visit the [Diversity, Inclusion and Belonging resource section](#) of the CIQE website.

CONSULTATION

Consultation is central to governance at Ontario Tech. Faculties are required to consult with all areas impacted by this change, and the home faculty dean is responsible for all consultation decisions in this section of the form. Note that any false statements related to consultation may require re-submission of proposals.

FACULTY CONSULTATION

WILL THIS CHANGE IMPACT ANY OTHER FACULTIES? SOME EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO, THE SCENARIOS LISTED BELOW.*

☐ Yes ☒ No

Examples:

- *A course from another faculty is being added or removed from the program map.*
- *Changes to joint and/or service programs (e.g., 'and Management' programs, targeted minors).*
- *Changes to year of offering for courses from another faculty (e.g., moving a course from Year 1 to Year 2).*

Additional examples can be found in the [Resources section](#) of the CIQE website.

IF YOU ANSWERED YES TO THE QUESTION ABOVE, PLEASE EXPLAIN AND OUTLINE THE CONSULTATION PROCESS IN DETAIL. ATTACH RELEVANT DOCUMENTS (EMAILS, FACULTY COUNCIL MINUTES, ETC.) OR INCLUDE LINKS TO CORRESPONDING DOCUMENTS.*

INDIGENOUS CONTENT AND CONSULTATION

DOES THIS COURSE CONTAIN ANY INDIGENOUS CONTENT? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the [Protocol for Consultation with the Indigenous Education Advisory Circle](#).

HAS THE IEAC BEEN CONTACTED? ☐ Yes ☐ No

If yes, when?

WHAT WAS THE ADVICE YOU RECEIVED FROM THE IEAC, AND HOW HAS IT BEEN INCLUDED IN YOUR PROPOSAL? Please attach or provide links to documents that outline the consultation process and advice given.

DID THE IEAC ASK YOU TO RETURN THE PROPOSAL TO THEM FOR REVIEW? ☐ Yes ☐ No ☐ N/A

IF YES, HAVE THEY COMPLETED THEIR REVIEW? ☐ Yes ☐ No ☐ N/A

OTHER CONSULTATION

HAVE YOU CONSULTED WITH STUDENTS, THE SCHOOL OF GRADUATE AND POSTDOCTORAL STUDIES, OFFICE OF THE REGISTRAR, STUDENT LIFE, THE LIBRARY AND/OR ANY OTHER AREAS ON CAMPUS

THAT MAY BE IMPACTED?*

☐ Yes ☐ No

If yes, please explain and outline the consultation process in detail.*

Consultation took place as part of the new program proposal process.
--

Does this change involve co-op?*

☐ Yes ☒ No

If yes, please acknowledge that you have consulted with Lindsay Coolidge, Director, External Relations and Partnerships by checking the box below.

☐ Yes, we have consulted

Pre-Faculty Council Approval Dates (e.g. Curriculum Committee, Program Committee):

Appendix D – Existing Courses

BIOL 1841U - Essentials of Biology

This course examines the evolutionary basis of life and the structure and function of living organisms. The major tissues, organs, and organ systems and their development from simple structures to more complicated systems will be examined.

COMM 1100U - Introduction to Communication and Digital Media Studies

Communications and digital media are everywhere and in everything. Journalists, public affairs officers, content creators, entertainment makers, branding experts, digital storytellers, social media influencers, consumers, activists and citizens use all kinds of media every day to produce, send, and receive digital messages and images about the world, to change it in some way. In this broad survey course, we learn about the key topics, theories, methods, and debates in contemporary communication and media studies and establish foundational knowledge of the economics, politics and policies, texts, technologies, and audiences of all kinds of media forms. The course introduces students to what communication and media studies is, how communication and media in modern society is analyzed, and why knowledge of the history, sources, roles, goals, uses, messages, and impacts of communication and media is integral to becoming media literate citizens and communications professionals.

CRMN 1000U - Introduction to Criminology and Justice

This course provides an introduction to criminology, with a particular emphasis on the Canadian criminal justice system. Beginning with the question of "what is crime?", student's will be introduced to an analysis of historical and contemporary philosophies and practices of the criminal justice system. In addition to an analysis and overview of crime data and statistics, the course will examine the role and function of each component of the criminal justice system: the police, the court system, and corrections.

EDST 1000U - Foundations of Learning

Educators need a strong framework of how students learn to make sound educational decisions about teaching (Ambrose et al, 2010) and when creating learning tools. This course aims to develop a rich understanding of learning for educators, starting with definitions of learning that consider formal, informal and inquiry learning. The course then explores research-based frameworks for understanding the nature of learning and how it happens, including 1) types of learning , 2) how people learn 3) factors that influence learning including feedback, the learning environments and social interactions 4) learning with technology, and 5) online learning. Students will use these frameworks to analyze real and hypothetical learning situations including their own learning experiences.

EDST 1100U - Problem and Inquiry Based Learning

This course introduces an approach to teaching that focuses on the value of learning from real and meaningful activities. Students will learn to find and structure activities around the kind of ill-

defined problems that face professionals in their work and they will learn to use these activities as the basis for promoting self-directed inquiry.

EDST 1130U - Writing and Information Literacy in the Digital Age

This course is designed to develop students' research, writing skills and information literacy practices to support student success within the Educational Studies program. Students will enhance their inquiry skills and use digital technologies including academic and public resources to critically assess the sources and utility of information. Assignments in this course include formal, academic writing and the mediation and creation of digital artifacts through processes that include revision, peer and self editing.

EDST 2110U - Assessment and Evaluation

This course examines principles and practices of educational assessment, including in the context of digital technologies. Students will critique inequitable assessment practices and identify inclusive assessment practices that support life-long learning. Students will plan, create and analyze assessment tools appropriate for inclusion, specific learning goals and teaching strategies. Topics will include but are not limited to, traditional assessment concepts and procedures (reliability, validity, test design), and a range of contemporary practices (eg. observation, rubrics, non-disposable assessment, portfolio assessment, performance assessment, ungrading). Students will explore the affordances of self-assessment and digital technologies for assessment.

EDST 2500U - Foundations of Equity, Diversity and Inclusion in Education

In this course, students learn how to make decisions and act equitably in their personal and professional lives. Students engage in critical reflection, constructive dialogue and problem-solving within a framework of empowerment. This course provides a forum for students to reflect on how membership in marginalized or equity-seeking groups identified as protected areas by human rights legislation (e.g., race, gender, gender identity, sexual orientation, age, socio-economic status, ability, language, faith and culture) experience systemic oppression in many forms. Through the use of problem-based learning strategies, students collectively develop perspectives and approaches to working with and across social identities and positionalities. The Foundations in EDI course draws on both theory and lived experience to foster competencies such as critical self-reflection and self-direction.

EDST 2700U - Foundations of Special Education

This Special Education course is tailored to educators and includes foundational knowledge about inclusive learning opportunities for students with exceptionalities. There will be an overview of the principles of inclusion, various exceptionalities, program planning and delivery, classroom management, and the integration of assistive and digital technology. Additionally, there will be a focus on legal issues underpinning the Education Act and the Accessibility Standards in Ontario. The nuances of student assessment—including formal, informal, observational techniques, and the interpretation of psychological assessments will be explored through the lens of differentiation and Universal Design for Learning (UDL).

EDST 3610U - Child Development and Health

This course on child development and health will be viewed through the lens of self-regulation. We will learn about important theorists and theoretical frameworks that have guided most research on child development. We will critically examine child development from conception to age 8 and its role in early childhood education. We will explore the genetic basis of child development and how genetic disorders and environmental factors affect the usual pattern of child development. We will look specifically at child development across the domains i.e., physical/biological, cognitive, and social and emotional (SEL). Students will be asked to reflect on their own childhood experiences and how those experiences have influenced their ideas about child development and health in relation to teaching and learning.

EDST 4000U - Inquiry and Professional Practice

This course is designed to enable educators to investigate their curiosities and deepen their understandings of key issues that impact educational practice. Students will explore the different and complementary roles of ongoing reflection, inquiry, and critical engagement with educational research. Participants will develop the skills necessary to identify, analyze, and address real-world problems of practice and understand the complementary roles of different approaches to inquiry for the purpose of ongoing improvement of student learning.

EDST 4300U - Engaged Educator Project I

The Engaged Educator Project (EEP) is offered as an alternative to a thesis and serves as a major component of the graduation requirements of the BA in ESDT program. The EEP is a two-course, experience-oriented educational project that provides opportunities for students to conduct a digital learning consulting project under the direction of their course instructor. In EEP I, students will begin to engage with the various stakeholders of an organization, network, or community of practice on an issue or opportunity that is meaningful to the group, leading toward meaningful social or structural change for the group. Enrolment is limited; students must find their own placement and write a proposal to be considered for entry into the course.

EDST 4301U - Engaged Educator Project II

Engaged Educator Project II is an extension to EEP I. It allows students who have successfully completed EEP I to develop, extend and complete their digital learning consulting project under the direction of their course instructor. In EEP II, students will continue to engage with the various stakeholders of an organization, network or community of practice on the issue or opportunity identified in EEP I that is meaningful to the group, leading toward meaningful social or structural change for the group. Enrolment is limited; students must find their own placement and write a proposal to be considered for entry into the course.

EDST 4980U - Work Integrated Learning I

EDST 4980U (Work Integrated Learning I) is an experiential learning course that provides students with opportunities to develop connections between research and practice while acquiring workplace skills and knowledge. Experiential learning includes planning, engaging in the work experience, reflecting on the experience and synthesizing the learning. Students in work experience engage in inquiry, solving problems and constructing meaning. The course consists of up to 100 hours of fieldwork/work experience, in-class seminars, ongoing assignments and a culminating

task (e.g., paper or poster). Students are encouraged to show initiative in locating work experience placements. Students are matched with community organizations based on goals, interests and learning outcomes identified in the pre-placement planning and selection process. In consultation with a designated fieldwork supervisor, students design, manage and receive feedback on a series of self-directed workplace goals and objectives. The associated seminars (planning, reflection and synthesis) are online; the work experience location is related to the matched organization. As part of the pre-work experience process, students may be required to acquire a Vulnerable Sector Screening.

EDST 4981U - Work Integrated Learning II

EDST 4981U (Work Integrated Learning II) is an experiential learning course that provides students with opportunities to develop connections between research and practice while acquiring workplace skills and knowledge. Experiential learning includes planning, engaging in the work experience, reflecting on the experience and synthesizing the learning. Students in work experience engage in inquiry, solving problems and constructing meaning. The course consists of up to 100 hours of fieldwork/work experience, in-class seminars, ongoing assignments and a culminating task (e.g., paper or poster). Students are encouraged to show initiative in locating work experience placements. Students are matched with community organizations based on goals, interests and learning outcomes identified in the pre-placement planning and selection process. In consultation with a designated fieldwork supervisor, students design, manage and receive feedback on a series of self-directed workplace goals and objectives. The associated seminars (planning, reflection and synthesis) are online; the work experience location is related to the matched organization. As part of the pre-work experience process, students may be required to acquire a Vulnerable Sector Screening. This course is a continuation of EDST 4980U for students with a continuing placement.

INDG 1000U - Introduction to Indigenous Studies: Colonial History and its Impacts on Indigenous Peoples

A brief overview of Indigenous peoples' worldviews and histories prior to colonization centres this course in relation to the events of colonization. Crucial underpinnings, including the Doctrine of Discovery, the Royal Proclamation and the Indian Act, are explored. Stereotypes and myths about Indigenous peoples are analyzed in how they intersect with colonial narratives. Indigenous resistance and survivance in the face of genocide bring the strengths of Indigenous peoples and the wisdom of their cultures back to the centre. Indigenous pedagogies, experiential and self-reflexive learning and anti-racist approaches foster the development of respectful relationships and reconciliation between Indigenous and non-Indigenous peoples, both at Ontario Tech and in students' future careers.

LGLS 1000U - Foundations of Legal Studies

The course provides students with knowledge of the basics of the Canadian legal system (structure of government, court system, and the principles, sources, and types of law) as well as critical perspectives on law and its role in society. The creation and functioning of the law and its relationship with society are examined through the lens of core themes such as: breaking the law, applying the law, making the law, resisting the law, defining the law and studying the law.

POSC 1000U - Introduction to Political Science

This course introduces students to the central concepts of political science. The course deals with the scope, concerns, orienting concepts, leading approaches and methodologies of political inquiry, the major political ideologies, formal and informal institutions in the political process, problems of political and social change and Canadian and international politics. The emphasis is on how individuals participate in politics and on how politics may be changed through mobilization, social movements and globalization. This course cultivates an understanding of municipal, provincial, national and international levels of politics.

PSYC 1000U - Introductory Psychology

This course introduces students to the study of human thought and behaviour. Through a survey of major theories, principles, and research findings across a variety of fields within psychology, students will gain a better understanding of why people think and behave as they do. Typical topics include: the history of psychology, research methods, sensation and perception, learning, memory, emotion and motivation, consciousness, stress and health, social influences, developmental factors, psychological disorders and treatment.

PSYC 2010U - Developmental Psychology

This course is a comprehensive study of human development across the lifespan from a developmental psychology perspective. The course examines developmental processes and milestones of the individual from conception through late adulthood, with particular emphasis on behavioural and cognitive development. Students will be introduced to the major psychological theories, theorists, and controversies in the field of human development.

PSYC 2020U - Social Psychology

This course will introduce the scientific study of social behaviour and the social influences on human behaviour. Theories and research on such topics as attitude change and persuasion, stereotypes and prejudice, conformity and obedience to authority, altruism, attraction and close relationships may be introduced. Emphasis will be placed on experimental research, conducted both in the laboratory and in the field.

PSYC 2030U - Psychopathology

This course offers an introduction to understanding, assessing, and treating mental illness from a psychological perspective. Course material will focus on various categories of psychopathology, including personality, anxiety, and mood disorders; schizophrenia; and substance related disorders. Implications for mental health and the law may also be considered.

PSYC 2050U - Brain and Behaviour

This course will examine aspects of human neuroscience particularly as they relate to how the brain's normal and abnormal functioning affect human experience and behaviour. Particular emphasis will be placed on aspects of neuroanatomy and physiology that directly influence human language, thought, and learning.

PSYC 2060U - Cognitive Psychology

This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. The study of cognition relies heavily on experimental research designed to test models and theories of cognitive processes. Topics will include attention, perception, memory, knowledge, language, reasoning, decision-making, and other cognitive psychological topics.

PSYC 2900U - Research Methods in Psychology

This course will introduce students to the research procedures and designs used in psychological research. There will be a focus on the strengths and weaknesses of different approaches, as well as the critical evaluation of reported research findings. Topics include, but are not limited to, non-experimental, experimental, and quasi-experimental designs; research ethics; levels of measurement; and reliability and validity. Particular attention will be paid to drawing valid conclusions from empirical evidence.

PSYC 2910U - Data Analysis in Psychology

This course offers an introduction to the concepts and methods of data analysis commonly used in psychology. It focuses on the use of descriptive and inferential statistics in psychological research, and the conceptual interpretation of data. Topics may include measures of central tendency and variability, various forms of analysis of variance, effect sizes and confidence intervals, correlation and regression, planned and post-hoc comparisons, as well as non-parametric tests.

PSYC 3060U - Personality Psychology

This course will introduce different theoretical perspectives to the psychological study of personality. Approaches to human personality may include psychoanalytical, cognitive, humanistic, dispositional, behavioural, and biological. Methodological issues will also be discussed. Similarities and differences between the theories will be noted, as will empirical studies that have either supported or failed to support these ideas.

PSYC 3065U - Emotion

Everyone knows what emotions are and how they make us feel. However, were you asked to define exactly what emotions are, and what their function is, you may have a difficult time. This course will provide an in-depth investigation into the concept of emotion, and will explore topics including: What are emotions? What are the functions of emotions? What is the relationship between emotion and cognition? How do differences in emotional expression relate to differences in personality, stress, decision making and mental health? Throughout, emotions will be considered from a biopsychosocial perspective, to provide a thorough understanding of the social, psychological and neurobiological factors that influence, and that are influenced by, emotional expression.

PSYC 4110U – Honours Thesis in Psychology I

A specific scholarly project on a well-defined psychological topic, to be determined in consultation with a thesis supervisor. Honours Thesis I includes attending a weekly class, where psychology thesis students will review aspects of the research process and submit written and oral accounts of their research project and its progress. In particular, students will prepare a literature review and the preparation of a thesis proposal for the planned project. Regular student/supervisor meetings

will also be scheduled. Instructor and dean's consent required.

PSYC 4120U – Honours Thesis in Psychology II

A specific scholarly project on a well-defined psychological topic, to be determined in consultation with a thesis supervisor. Honours Thesis II involves conducting the project planned in Honour's Thesis I and attending the weekly class, where psychology thesis students will review aspects of the research process (e.g., data analysis) and submit written and oral accounts of their research project and its progress. Honours Thesis II culminates with a written report and oral presentation of the project. Regular student/supervisor meetings will also be scheduled. Instructor and Dean's consent required.

SOCI 1000U – Introduction to Sociology

Sociology is the study of people and how they interact with each other and various social groups. This course deals with the study of people's lives, their relationship to society as a whole, and how people are affected by the society in which they live. The concepts, theories and methods of the discipline will be introduced and discussed with particular emphasis on the dynamics of Canadian society and Canadian social problems.

SSCI 1910U - Writing for the Social Sciences

This course is intended to help students develop and/or enhance writing skills that will increase their likelihood of success within the social sciences. Students will learn how to research academic papers, how to critically assess and use resources, and how to write different styles of papers. Throughout, emphasis will be on improving writing through such mechanisms as outlining, drafting and critically assessing their own work.

SSCI 4098U - Practicum

The practicum is an experiential learning tool that provides students with opportunities to acquire workplace skills and knowledge, confront the relationship between theory and practice, and cultivate a sense of personal and professional development. The course consists of 100 hours of fieldwork, in-class seminars, a set of academic assignments and a major research paper and poster. As part of the pre-practicum process, students will be required to acquire a Vulnerable Sector Screening. Students are matched with community organizations based on goals, interests, and learning outcomes identified in the pre-practicum selection process. In consultation with a designated fieldwork supervisor, students design, manage, and receive feedback on a series of self-directed workplace goals and objectives.

SSCI 4103U - Internship

Internship is a form of experiential learning that provides students with opportunities to acquire workplace skills and knowledge, critically examine the relationship between work-related practices and the theories behind them while cultivating a sense of personal and professional development. The internship placement consists of a minimum of 280 hours of fieldwork (paid or unpaid) in one semester, online discussions, reflective journals, and a final project and presentation that

integrates and synthesizes students' work experience with previous coursework and knowledge gained throughout their program of study.

SSCI 4104U - Internship II

This course is available to students who have successfully completed SSCI 4103U and have been offered a continued contract with the same organization in consecutive semesters. The accompanying Internship II class will expand upon the reflective assignments and exercises from Internship I so to include goal formation and enhanced theoretical exploration. The Internship II placement consists of a minimum of 280 hours of fieldwork (paid or unpaid) in one semester, online discussions, reflective journals and a final project and presentation that integrates and synthesizes students' work experience with previous coursework and knowledge gained throughout their program of study.

Appendix _ – Faculty Information

Please include here only those currently at the institution and affiliated with the program. **Where available, link each faculty name to their Research or Profile page on the website.**

Faculty members by home unit, rank, and supervisory privileges

Name and Faculty Status/Rank (Tenure/tenure track, teaching focused, continuing sessional, special appointment, emeritus, etc.)	Terminal Degree	Home Faculty/Unit	Areas of Expertise	Role in New Program (Note if faculty will be teaching and/or supervising in the program)	Total Undergraduate Teaching (including New Program) (Indicate in bold type if the faculty member is a course developer for the new program)
Education					
Wendy Barber, Associate Professor	PhD	Frazer Faculty of Education	Authentic assessment, Curriculum teaching and learning in HPE, Developing resilience and grit in teachers, Health and physical education, Online communities and transformative digital practice, Physical literacy, Role of HPE in developing resilience and grit for academic hardiness in students, Teacher development	Teaching	Full load - 4
Allyson Eamer, Associate Professor, Associate Dean	PhD	Frazer Faculty of Education	Bilingualism/multilingualism in families, schools and communities, English language education, Equitable access to higher education, Ethnolinguistics and sociolinguistics, Indigenous language learning, Language and multiculturalism, Mother tongue maintenance in immigrant families, Online language learning Additional languages spoken: French, Cantonese	Teaching	Full load - 4

Brenda Jacobs, Assistant Teaching Professor	PhD	Frazer Faculty of Education	Early Childhood Education; Kindergarten; Self-Regulation; Social Emotional Learning (SEL); Emergent Curriculum; Inquiry- based Learning; Inquiry in Online Classrooms; Play and Digital Play; Early Literacy; Reggio Emilia; Pedagogical Documentation; Assessment; Curriculum; Knowledge Mobilization, and Qualitative Research Methods	Teaching	Full load - 7
Robin Kay, Professor	PhD	Frazer Faculty of Education	Blended and flipped learning environments, Design, quality and effectiveness of video podcasts and online learning tools, Mobile apps and learning, Scale development and research methodology, Technology and mental health, Use and impact of technology in K-12 and higher education classrooms, Virtual classrooms	Teaching	Full load - 4
Jennifer Laffier, Assistant Professor	PhD	Frazer Faculty of Education	Bullying and safe schools, Child and Youth Mental Health, Creativity and the creative arts, Emotional intelligence, Global mental health practices impacting learning and success, Impacts of Technology on Well- Being and Development, Mental health education for teachers, Psychological empowerment for at-risk populations, Resiliency and Flourishing, Role of play and nature in wellness, Trauma-informed practices		
Sharon Lauricella, Professor	PhD	Frazer Faculty of Education	Dr. Lauricella's research addresses important areas relative to improvement in contemporary culture and education: student mental health, feminist and	Teaching	½ Full load - 2 (Faculty cross-appointed)

			cultural digital identities, and pedagogy/educational technology.		
Alison Mann, Assistant Teaching Professor	MA	Frazer Faculty of Education		Teaching	Full load - 7
Laura Morrison, Assistant Professor	EdD	Frazer Faculty of Education	Online learning, Pre-service teacher education, In-service teacher professional learning, Critical Digital Literacies, New Literacies, Multiliteracies, Making/Makerspaces, STEAM learning	Teaching	Full load - 4
Diana Petrarca, Professor	EdD	Frazer Faculty of Education	Documentary filmmaking as a form of knowledge mobilization Field experience/practicum Leadership Pre-service teacher candidate identity and development Pre-service teacher education programs Visual ethnography Web-based learning tools	Teaching	Full load - 4
Joelle Rodway, Associate Professor	PhD	Frazer Faculty of Education	Social networks, Social capital, Professional learning, Knowledge mobilization, Educational change	Teaching	Full load - 4
Robyn Ruttenberg- Rozen, Assistant Professor	PhD	Frazer Faculty of Education	Equity and access in STEAM education for typically underserved populations of learners, Growth and pathways of mathematical understanding, Interventions and innovative practice in pedagogical spaces that support all learners, Learners experiencing mathematics difficulties, Equity in online learning spaces, Intersectionality and identity in STEAM education, Developing awareness of implicit biases,	Teaching	Full load - 4

			Dynamic Assessment, Instrumental Enrichment 1, 2, 3, Bright Start		
Roland Van Oostveen, Professor Graduate Program Director	PhD	Frazer Faculty of Education	Educational informatics, e-Learning and m-Learning, Online learning curriculum development, Problem-based learning (PBL) in online environments, Virtual environment creation	Teaching	Full load - 4
Diane Tepylo, Associate Teaching Professor	PhD	Frazer Faculty of Education	Developing responsive mathematics educators, affordances of coding for student learning, supporting language learners in STEM teaching, teacher research as a support for teacher learning, affordances of technology for mathematics learning, implementing code to supplement commercial statistical packages.	Teaching	Full load - 7
Kenneth Gyamerah, Assistant Professor	PhD	Frazer Faculty of Education	Decolonizing education, Equity, access, and representation of Black, Indigenous, and racialized youth in STEM/STEAM education, Anti-colonial education, Teacher education, Comparative and international education, African Indigenous knowledge systems, Curriculum theory, Educational policy	Teaching	Full load - 4
Stephanie Thompson, Associate Teaching Professor	MA	Frazer Faculty of Education	Digital Literacy, Critical Literacy, English, Online learning, Technology in Education, Foundations of Teaching K-12	Teaching	Full load - 7
Shamiga Arumuhathas, Academic Associate	PhD Candidate	Frazer Faculty of Education	Decolonization, Equity, Diversity, Inclusion Social Epistemology, Virtue Epistemology, and the Epistemology of Education	Teaching	Full load - 7

			Indigenous Epistemology and Anti-colonial methodologies Teacher Education Comparative & Internationalization of Higher Education Student Experience & Academic Outcomes Ethics & Social Justice Issues in Lifelong Learning School Improvement Planning Higher Education Policies Anti-racism and Culturally Relevant K-12 STEM Education Instructional Design: Curriculum and Pedagogists Epistemic curricular violence Intermediate/Senior (Secondary) Education		
Tricia Dwyer-Kuntz, Academic Associate	MEd	Frazer Faculty of Education		Teaching	Full load - 7
Christian Elia, Academic Associate, BEd Program Director	PhD	Frazer Faculty of Education		Teaching	Full load - 7
Katie Higginbottom, Academic Associate	PhD	Frazer Faculty of Education	Equity and Special Education	Teaching	Full load - 7
Anna Rodrigues, Academic Associate, BA EDST Program Director	PhD	Frazer Faculty of Education	Art as pedagogy, Creative cultural resistance, Intercultural understanding, Socio-cultural context of language learning, Informal learning in adult contexts, Experiential learning, Pop culture in education, Inclusive online course design, Advancing social justice	Teaching	Full load - 7

			through open educational resources, Media studies		
FSSH					
<u>Kimberley Clow, Professor (Forensic Psychology)</u>	PhD	Faculty of Social Science and Humanities	Stigma of false confessions, stereotypes and prejudice, wrongful conviction	Teaching	Full load - 4
<u>Joseph Eastwood, Associate Professor (Forensic Psychology)</u>	PhD	Faculty of Social Science and Humanities	Investigative interviewing, alibis, comprehension of legal rights	Teaching	Full load - 4
<u>Karla Emeno, Associate Professor (Undergraduate Program Director, Forensic Psychology)</u>	PhD	Faculty of Social Science and Humanities	Geographic profiling, police recruitment, crime mapping, police use of body worn cameras	Teaching	Full load - 4
<u>Logan Ewanation, Assistant Professor (Forensic Psychology)</u>	PhD	Faculty of Social Science and Humanities	Juror decision-making, racial bias, perceptions of police	Teaching	Full load - 4

<u>Leigh Harkins, Professor (Graduate Program Director, Forensic Psychology)</u>	PhD	Faculty of Social Science and Humanities	Aggression in groups, offender rehabilitation, sexual aggression	Teaching	Full load - 4
<u>Taylor Heffer, Assistant Professor (Psychology)</u>	PhD	Faculty of Social Science and Humanities	Adolescent mental health, cognitive and affective mechanisms, sensitivity to threat and award, wellbeing	Teaching	Full load - 4
<u>Amy Leach, Professor (Forensic Psychology) (Associate Dean Research, Innovation and Graduate Studies)</u>	PhD	Faculty of Social Science and Humanities	Lie detection, confessions and interrogations, eyewitness memory, wrongful conviction	Teaching	Full load - 4
<u>Lindsay Malloy, Associate Professor (Forensic Psychology)</u>	PhD	Faculty of Social Science and Humanities	Disclosure of children's traumatic experiences, children's memory, juvenile witness	Teaching	Full load - 4
<u>Matthew Shane, Associate Professor (Undergraduate Program Director, Psychology)</u>	PhD	Faculty of Social Science and Humanities	Psychopathic behaviour, substance abuse, neuroscience of empathy, brain differences	Teaching	Full load - 4

Bobby Stojanoski, Assistant Professor (Psychology)	PhD	Faculty of Social Science and Humanities	Neural mechanisms, cognitive development, neural synchronization, brain training, social cognitive functioning	Teaching	Full load - 4
Shannon Vettor, Associate Teaching Professor (Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Offender profiling, sexual aggression, sexual victimization	Teaching	Full load - 7
Tanya Karam-Zanders, Associate Teaching Professor (Forensic Psychology)	PhD	Faculty of Social Science and Humanities	Cognitive psychology, human memory, emotionality and memory, meta-cognition and person memory	Teaching	Full load - 7

Please note that the Program Directors usually receive 1 course release during their directorship and the Associate Dean would receive 2 course releases.

Undergraduate Thesis supervisory records by faculty member (if applicable to the program)

Name	Undergraduate Theses Supervised Last 5 Years	Total Undergraduate Theses Supervised

h

New Program Assessment: Bachelor of Arts (Honours), Educational Psychology

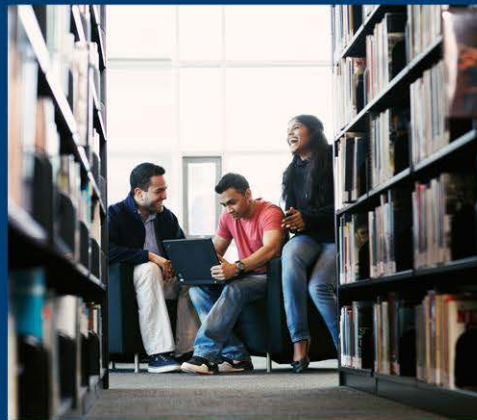
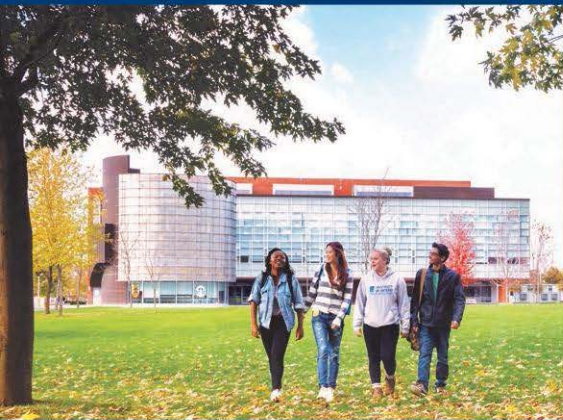
Library Statement of Support Provided to Ontario Tech University

Prepared by:

Chelsie Lalonde

Faculty of Social Science and Humanities & Faculty of Education Liaison Librarian

April 2024



Contents

Summary	3
Resource Requirements.....	3
Introduction	4
Library Collections	4
Consortial Licensing	4
Journals	5
Books & E-Books	5
Search Tools	5
Other Library Resources	6
Data Resources	6
Multimedia Resources	6
Library Services	7
Research Support.....	7
Reference Service & Research Consultations	7
Open Access & Research Data Management.....	7
Theses & Dissertations.....	8
Teaching & Learning Support.....	8
Information Literacy Instruction	8
Online Research Guides	9
Copyright & Academic Integrity.....	9
Course Reserves	9
3D Printing & Equipment Loans.....	10
Library Staffing	10
Conclusion	10

Summary

Ontario Tech University Library's holdings in areas of education and psychology are strong.

The proposed Bachelor of Arts, Educational Psychology, is a cross-disciplinary program with focuses on education, psychology, educational technologies, mental health, and equity, diversity and inclusion. This program will benefit from our library collections supporting the Faculty of Education's Educational Studies program, and collections supporting the Faculty of Social Science and Humanities' Psychology program.

The Library's research holdings, as well as archives and special collections, total more than 98,368 print volumes and 167,892 journal subscriptions. Our holdings include more than 1,372,411 e-books and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Opportunities exist to incorporate information literacy directly into the Bachelor of Arts, Educational Psychology. Student feedback from information literacy sessions overwhelmingly shows that students find the skills to be useful and that information literacy instruction should ideally be incorporated into first year classes.

Information literacy is often delivered in writing courses in Social Science and Humanities and Education programs in the following courses:

- SSCI 1910U – Writing for the Social Sciences
- EDST 1130U – Writing and Digital Literacies

There is a gap in information literacy instruction within Psychology course offerings. The following course has been identified for delivering information literacy instruction:

- PSYC 1000U Introduction to Psychology

Resource Requirements

The introduction of new programs and the subsequent increase in enrollment will impact database subscription costs as pricing is linked to enrollment tiers.

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 98,368 print books. Additionally, our collections include extensive online resources such as e-books and online databases that are selected to meet curricular needs. Students and faculty are supported by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

The proposed Bachelor of Arts, Educational Psychology, is a cross-disciplinary program with focuses on education, psychology, educational technologies, mental health, and equity, diversity and inclusion. This program would benefit from our library collections supporting the Faculty of Education's Educational Studies program, and collections supporting the Faculty of Social Science and Humanities' Psychology programs.

The Library's collections budget for 2022-2023 totaled \$1,812,147. Approximately 95% of this budget is directed to online resources, while the remainder is allocated to acquisition of other formats, including journals, print books, multimedia and other specialized material.

With respect to programs in the Faculty of Education, including Educational Studies, our collection spans areas of education, educational technology, and equity, diversity and inclusion. Within the Faculty of Social Science and Humanities, including Psychology programs, our collection covers topics in psychology, communications, mental health and sociology. Further, the broader library collection covers topics of interdisciplinary relevance such as computer science and health science.

Collection suggestions are welcome and faculty and students are encouraged to contact their subject specialist librarian, Chelsie Lalonde (chelsie.lalonde@ontariotechu.ca). All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

By virtue of our membership in two key consortia, the Ontario Tech community benefits from the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canadian Research Knowledge Network (CRKN) members represent 85 institutions across Canada that include world-class academic libraries and research institutions, two national libraries, and Canada's largest public library system.

The Ontario Council of University Libraries (OCUL) is a consortium of Ontario's 21 university libraries which works together to maximize our collective expertise and resources. OCUL enhances information services in Ontario and beyond through collective purchasing and shared digital information infrastructure, collaborative planning, advocacy, assessment, research, partnerships, communications, and professional development.

Journals

Our journal holdings in Educational Psychology are strong. We provide access, through subscription, to most of the relevant journals with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database and Google Scholar Metrics.

Subject Category	Ontario Tech Access	Select Titles
Educational Psychology (JCR 2022)	25/25	<ul style="list-style-type: none">• Educational Psychology Review• Contemporary Educational Psychology• Journal of Educational Psychology• Metacognition and Learning• British Journal of Educational Psychology
Educational Psychology & Counseling (Google Scholar Metrics, March 2024)	20/20	<ul style="list-style-type: none">• Journal of School Psychology• Educational Psychologist• Educational Psychology

Books & E-Books

We provide access to over 98,368 print books and over 1,372,411 e-books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books and e-books from major academic publishers.

Through our Omni Search, students and faculty have seamless access to holdings not just from Ontario Tech, but all Omni member libraries across Ontario universities. Articles and books that are not available through Omni Libraries can be requested through our interlibrary loan service.

The following table highlights Library holdings by subject heading for print books and e-books that encompass the educational psychology collection.

Subject	# Print Books	# E-Books
Educational psychology	280	4,654
School psychology	220	6,888
Child and school psychology	56	2,565

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in Educational Psychology. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases:	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
Education: <ul style="list-style-type: none"> • Education Source • ERIC • LearnTechLib Digital Library Psychology: <ul style="list-style-type: none"> • APA PsycInfo • APA PsycArticles • DSM-5 Library 	Multidisciplinary: <ul style="list-style-type: none"> • Web of Science • Scopus 	Technology: <ul style="list-style-type: none"> • Computers & Applied Science Complete • ACM Digital Library Health Science: <ul style="list-style-type: none"> • CINAHL • ProQuest Nursing and Allied Health Premium

Other Library Resources

Data Resources

The Library subscribes to three main resources to support research that requires statistics and datasets:

- **Data Liberation Initiative (DLI):** Access to datasets from Statistics Canada surveys including public use microdata files (PUMF).
- **odesi:** A web-based data exploration, extraction and analysis tool that enables researchers to search for variables across thousands of datasets including Statistics Canada datasets and polling data.
- **Interuniversity Consortium for Political and Social Research (ICPSR):** Access to a data archive of more than 250,000 files of research in the social and behavioral sciences. Includes specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. Resources for teaching and learning include classroom exercises and materials to support data literacy in the classroom.

In addition, we provide access to Borealis: The Canadian Dataverse Repository, which supports research data management and open access data requirements for Tri-Agency research funding compliance.

Multimedia Resources

The Library acquires video resources that are relevant to topics covered in the Educational Psychology program. Multimedia resources are selected individually or as part of standing subscriptions.

Omni retrieves over 500 results for videos available through the Library's streaming video subscriptions on the topic of educational psychology. The following video collections are particularly relevant to the curriculum in Educational Psychology.

Relevant Streaming Video Collections

Streaming Video Collection	Relevant Titles
Kanopy Streaming	<ul style="list-style-type: none"> • Education Documentary: 186 titles • Psychology: 1346 titles

Streaming Video Collection	Relevant Titles
CBC Curio	<ul style="list-style-type: none">• Education: 125 titles• Psychology: 438 titles• Educational Psychology: 346 titles
NFB Campus	<ul style="list-style-type: none">• Education: 173 titles• Psychology: 37 titles• Educational Psychology: 199 results

Library Services

A range of library services support teaching, learning and research at the Ontario Tech. Students and faculty in Educational Psychology have access to library services in-person, online, by email or phone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations

Students and faculty have access to research support in-person and online, by phone, email and through online chat help. In the 2022-2023 academic year, library staff answered 8,704 research questions from the Ontario Tech community.

Librarians provide individualized research consultations with students and faculty, in person and online. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. In the 2022-2023 academic year, Librarians participated in 144 research consultations.

Open Access & Research Data Management

We provide support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, eScholar (<https://ir.library.ontariotechu.ca>).

We also provide direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (<http://guides.library.ontariotechu.ca/openaccess>). The Library has a Research Data Management guide (<http://guides.library.ontariotechu.ca/rdm>) to support faculty and students in creating data management plans and sharing research data.

During the 2022-2023 academic year, these guides were viewed 1,369 times.

Research Metrics & Impact

The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscription tools for research metrics include Web of Science, Scopus and Journal Citation Reports (JCR).

Our Research Metrics guide (<http://guides.library.ontariotechu.ca/researchmetrics>) provides background information and support for these tools.

Theses & Dissertations

To ensure that the Ontario Tech community has access to national and international thesis and dissertation databases, we provide access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open access digital repository, E-Scholar, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, we provide a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy instruction that support the development of students' skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment. Information literacy may be delivered synchronously or asynchronously to classes, in person or online. Library information literacy modules are available in the Canvas Learning Management System and can be adapted and added directly into courses, or instructors can opt for asynchronous recordings.

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study. Student feedback from information literacy sessions indicates that 78% of students felt more confident using the library after receiving library instruction, 84% of students felt that they learned something new, and that students often wish they could have received this training earlier in their program.

In the 2022-2023 academic year, 433 students in the Faculty of Social Science and Humanities, and 633 students in the Faculty of Education received instructional support from a Librarian. Students may receive Information Literacy instruction from a Librarian in their elective or communications courses.

Information literacy instruction has been integrated in the following Education and Social Science and Humanities courses proposed to be incorporated into the Educational Psychology program:

- SSCI 1910U – Writing for the Social Sciences
 - Winter 2020; Fall 2020; Fall 2022; Winter 2023; Fall 2023; Winter 2024
- EDST 1130U – Writing and Digital Literacies
 - Fall 2022; Summer 2023; Winter 2024
- COMM 1100U – Introduction to Communication Studies
 - Summer 2020; Fall 2021
- EDST 1000U – Foundations of Learning
 - Summer 2023
- EDST 1100U – Problem and Inquiry-Based Learning
 - Winter 2023
- EDST 3100U – Critical Digital Literacies
 - Summer 2023

Library Statement for BA Educational Psychology, Program Proposal

While information literacy has been delivered in the above courses, there is a gap in information literacy instruction within Psychology course offerings. The following course has been identified for delivering information literacy instruction:

- PSYC 1000U Introduction to Psychology

Co-curricular Workshops

In addition to Information Literacy instruction that is integrated into the curriculum, the Library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:

- Library 101: Introduction to the Library
- Citation Management
- Finding and Using Open Educational Resources

Workshop offerings are regularly updated in response to the changing needs of the community.

Online Research Guides

Subject specialist librarians create custom Research Guides for each subject area which are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the Educational Psychology program include:

- Education Guide: <https://guides.library.ontariotechu.ca/education>
- Psychology Guide: <https://guides.library.ontariotechu.ca/psychology>
- Citation Guide: <https://guides.library.ontariotechu.ca/citation>

During the 2022-2023 academic year these guides were viewed a combined 7,392 times.

Copyright & Academic Integrity

The Library provides copyright guidance for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System. We also help faculty find, evaluate and integrate Open Educational Resources into their courses.

Our research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

Course Reserves

Instructors can place materials on course reserve in the library or make course materials available online through our electronic course reserves system. Online course reserves can include the library's print holdings, as well as digitized chapters, and links to journals, e-book chapters, videos and more. We provide equitable access to resources, and our online reserves are subject to copyright compliance and licensing restrictions.

3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

Library Staffing

The anticipated intake for students in the Educational Psychology program for years 1-4 is as follows:

Year of Operation	Total Enrollment
2025-2026	50
2026-2027	125
2027-2028	200
2028-2029	275

We anticipate that there will be additional staffing requirements associated with growth in graduate and undergraduate degree programs across the University. These requests will be part of the regular budget planning process, following a fulsome and strategic analysis of our staffing needs.

Conclusion

The Library is well-positioned to support the Bachelor of Arts in Educational Psychology. Our suite of services and programs will meet the needs of students and faculty in this program.

We look forward to working in collaboration with students and faculty in this new program.

February 29, 2024

The Faculty of Education and Faculty of Social Sciences & Humanities
Ontario Tech University
2000 Simcoe Street North
Oshawa ON L1G 0C5

To: Academic Council

I was recently asked to provide a letter of support for a new program in Educational Psychology, jointly offered by the Faculty of Education and the Faculty of Social Sciences & Humanities at Ontario Tech University. I am pleased to do so given that my position as Lead Psychologist at Hastings and Prince Edward District School Board provides me with considerable insight into the benefits of having educators and other school-based professionals who have an understanding of psychological supports and mental health services.

Graduates of degree programs such as an undergraduate degree in Educational Psychology, whether they pursue careers as educators, mental health service providers, and/or provide specialized resource support services, will have developed a deeper understanding and appreciation for students receiving psychological and/or mental health support services. There is also a possibility that graduates may pursue Masters and Doctoral level studies, which would increase potential candidates for eligibility to register with The College of Psychologists of Ontario and pursue roles such as clinical and/or school psychologists, and counselling psychologists. Increasing the number of registered psychologists and/or mental health service providers within the educational system would be a considerable asset given the complexity and number of student needs. When students are well supported and receive timely and specialized mental health services, we not only improve student well-being, but our system sees an improvement in student learning and engagement and an increase in graduation, which ultimately prepares students for future success.

It is an absolute pleasure to support your initiative, and I wish you all the best in your new endeavor.

Sincerely,



Deanna Mayfield, MA., Ph.D., C. Psych.
Registered Clinical & School Psychologist



School
Mental Health
Ontario

Santé mentale
en milieu scolaire
Ontario

P.O. Box 2558
Hamilton, Ontario L8N 3L1
E info@smho-smso.ca
🐦 @SMHO_SMSO
www.smho-smso.ca

February 20, 2024

RE: Undergraduate Degree in Educational Psychology

To whom it may concern,

Dr Allyson Eamer, from the Faculty of Education at Ontario Tech University, has asked me to address the value of launching a new undergraduate degree in Educational Psychology. She has explained to me that this new program is a collaborative effort of two faculties at Ontario Tech University (Faculty of Social Sciences and the Mitch and Leslie Frazer Faculty of Education.)

School Mental Health Ontario (SMH-ON), as the Ministry of Education's implementation partner for student mental health, leads the development and implementation of made-in-Ontario, evidence-informed mental health promotion and prevention resources, programs, and professional learning for classroom educators, school administrators, and regulated school mental health professionals. As such, all Ontario's school boards work closely with SMH-ON to support the provision of evidence-informed school-based mental health promotion, prevention, and early intervention.

As the Executive Director of School Mental Health Ontario, I can speak with confidence and authority about the need for greater understanding of how mental health challenges impact the experience of learning. To that end, SMH-ON has produced numerous resources, such as Mental Health Literacy Modules, Wayfinder (a grade-by-grade guide to teaching about mental health), Managing Social Media Fatigue, Mental Health Desk Reference for Supervisory Officers, and many more.

It is my pleasure to endorse an undergraduate program (which would be the first in Ontario) that prepares its graduates to continue to a teacher education program, bringing with them a solid background in psychology as it relates to the K-12 context. This degree would also position students well to apply to graduate programs in school psychology.

I can readily support this proposed program and look forward to hearing more about its implementation.

Your sincerely,

Kathy Short, Ph.D., C. Psych.
Executive Director, School Mental Health Ontario

1. REVIEWERS' REPORT FOR NEW PROGRAMS

Reviewers' Report on the Proposed Bachelor of Arts (Honours) Program in Educational Psychology at Ontario Tech University

Dr. Saad Chahine

Queen's University
99 University Ave,
Kingston, ON K7L 3N6

Dr. Richelle Marynowski

University of Lethbridge
4401 University Drive W
Lethbridge, AB T1K 3M4

1. OUTLINE OF THE REVIEW

Please indicate whether this review was conducted by desk audit or site visit. For those reviews that included a site visit, please indicate the following:

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

This review was conducted by a virtual site visit on Feb 10 and 11, 2025. Several groups were included in the visit. Please see Appendix A for the Schedule of interviews. No physical facilities were seen. Materials that were provided to complete the review were the following:

- BA in Educational Psychology Program Proposal
- Proposed academic calendar entry
- Lists and descriptions of new and existing courses for the program
- Faculty information and CVs
- Library report
- Letters of support
- 2023-2024 Factbook
- 2024-2025 Undergraduate Viewbook
- Ontario Tech Strategic Research Plan 2020-2025
- Integrated Academic Research Plan 2023-2028

2. EVALUATION CRITERIA

NOTE: Reviewers are asked to provide feedback on each of the following Evaluation Criteria ([Quality Assurance Framework 2021, Section 2.1.2](#)).

i.2.1 Program Objectives

- Clarity of the program's objectives
- Appropriateness of degree nomenclature given the program's objectives
- Consistency of the program's objectives with the institution's mission and academic plans

The program's objectives were clearly stated and aligned with the relevant courses that met those objectives. The Program Learning Outcomes clearly meet the level of standard for a Bachelor of Arts program. The collaborative nature of this program between two faculties and the program level foci of technology showcase the values of Integrity, Inclusion, Intellectual resilience, and Innovation that are stated in the Integrated Academic-Research Plan.

The program aims to give students a strong foundation in psychology and education, preparing them for a variety of careers working with children and youth in educational and support settings.

1. To provide students with a broad range of career opportunities beyond just teaching, including roles in counseling, assessment, and other educational support positions.
2. To leverage the expertise and resources of both the Faculty of Education and the Faculty of Social Science and Humanities through the collaborative nature of the program.
3. To offer flexibility in course scheduling, including spring and summer term options, to accommodate work-integrated learning experiences like co-op placements.
4. To attract a diverse student population, building on Ontario Tech's reputation for having a diverse student body.
5. To serve as a unique undergraduate program in educational psychology, as there are limited options for this specialization at the undergraduate level in Canada.

ii.2.2 Program requirements

- Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes
- Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the undergraduate or graduate Degree Level Expectations
- Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes
- Ways in which the curriculum addresses the current state of the discipline or area of study

1. Program Structure and Requirements:

The program will integrate students into existing course sections for the first two years, before introducing new courses specific to the program in the later years. There will be a mix of courses from the Faculty of Education and the Faculty of Social Science and Humanities, leveraging the expertise across both faculties. The program aims to provide flexibility for students, including options to take courses in the spring and summer terms to accommodate work-integrated learning experiences like co-ops. The program's structure allows students to explore different topics throughout the first two years and then focus on specializations in the latter two years with options for application of their learning in practicum, internship, and co-op placements. The program's structure and requirements meet the program objectives and the program-level learning outcomes.

2. Program-level Learning Outcomes:

The program is designed to prepare students for a broad range of careers in educational support roles, beyond teaching. The program aims to provide a strong foundation in both psychology and education, equipping students with the knowledge and skills needed to work with children and youth in various settings. The program's structure, requirements and program-level learning outcomes meet the undergraduate Degree Level Expectations for number and variety of courses as well as providing a broad base of knowledge and skills.

3. Mode of Delivery:

The program will offer a mix of delivery modes, including hybrid, virtual (synchronous and asynchronous), and in-person courses. This flexibility in delivery is supported by the technology-enabled learning environment at Ontario Tech, including Wi-Fi availability and laptop provision for students. The delivery modes of the courses allow for students to complete the programming in multiple delivery modes that allow students to engage in the program within their contextual environment.

4. Addressing the Current State of the Discipline:

The program is intended to address a gap in undergraduate educational psychology programs in Canada, as there are limited options beyond a minor or specialty at a few universities. It aims to prepare students for roles in high-demand areas, such as educational assessment and counselling, where there is a shortage of qualified professionals. Additionally, the program incorporates knowledge from both education and psychology to provide students with rich learning experiences that connect the disciplines in purposeful ways.

iii.2.4 Assessment of teaching and learning

- Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations
- Appropriateness of the plans to monitor and assess:
 - i. The overall quality of the program
 - ii. Whether the program is achieving in practice its proposed objectives
 - iii. Whether its students are achieving the program-level learning outcomes
 - iv. How the resulting information will be documented and subsequently used to inform continuous program improvement

2. Assessing Student Achievement:

The Program Learning Outcomes and the stated assessment of those Learning Outcomes, at the course level, are consistent with Bachelor's programs and assessment strategies. The consideration of assessment at the course level provides students with opportunities to showcase their learning and for instructors to provide feedback to students about their learning. The program will include capstone projects or culminating experiences that will be evaluated by faculty members with relevant expertise.

*** There are plans to potentially incorporate supervised assessment/testing hours into the program for students interested in careers as psychometrists.

*** The program **should** leverage the **existing honours thesis and research-based courses** in psychology to provide opportunities for in-depth assessment of student learning.

3. Monitoring and Assessing Program Quality:

The program will have faculty representation involved in the evaluation of capstone projects and other field placement experiences to ensure appropriate assessment. There are plans to leverage the existing relationships and partnerships with local school boards and community organizations to monitor the program's effectiveness in preparing students for relevant careers. The collaborative nature of the program between the Faculty of Education and Faculty of Social Science and Humanities is expected to facilitate ongoing review and improvement of the program. The process that Ontario Tech has in place to monitor programs is appropriate and ensures that the program grows and thrives.

4. Documenting and Using Assessment Information:

In the review conversations, we did not go into specific details about how the program will document and use assessment information to inform continuous improvement. However, the provided documentation gave an overview of how Ontario Tech reviews programs for improvement. The emphasis on faculty involvement in assessment and the collaborative nature of the program suggest there will be mechanisms in place to review and act on assessment data.

i.2.5 Admission requirements

- Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes
- Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience

1. Admission Criteria:

The admission requirements are appropriate for an undergraduate degree program. There is much unknown about the population of students that might be interested in taking this unique program so there will be monitoring of admission criteria during the first few years of the program taking program demand and ensuring a robust and diverse applicant pool. The initial admission criteria discussed were comparable to current bachelors of psychology programs. And would include average on OSSD credits, with English being one of the required courses. However, the team acknowledged that the actual admission cut-offs may be higher than the stated minimums, as the program is likely to be in high demand.

2. Alternative Admission Pathways:

The intention is that students would be applying to this program immediately from high school, however, for the first few years, they will need to pay attention to those who want to transfer into the program from others within and beyond the institution.

As the program gets underway, a suggestion is to consider the potential to incorporate additional admission requirements beyond just grades, such as:

- Statements or essays from applicants
- Possibly Interviews, either individual or in a panel format or multiple mini-interviews or other structured assessment methods

Additionally, the program's focus on preparing students for a broad range of careers in educational support roles suggests there may be opportunities to consider relevant prior experience.

Equity and Diversity Considerations: The importance of ensuring the program attracts a diverse student population, building on Ontario Tech's reputation for having a diverse student body was highlighted. We believe that this program will attract students with varied backgrounds and experiences.

ii.2.6 Resources for all programs

Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes:

- Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment
- If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience
- If required, provision of supervision of experiential learning opportunities
- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university
- Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access
- If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation

The program currently has ~30 tenure and tenure-track faculty, as well as ~30 teaching faculty, across the two collaborating faculties. There are plans for 3 future tenure-track hires and areas are comparable to the program. The program will leverage the expertise of faculty members from both the Faculty of Education and the Faculty of Social Science and Humanities, to support the program's goals. With the current complement of faculty including new hires, there will be sufficient instructional resources for the intended enrolment, however, if enrolment surpasses what is proposed, new hires in both education and psychology should be considered.

With respect to the administrative units and further supports for student needs, the current structure of shared administrative functions will work with the proposed student enrolment, however, if student enrolment in this program increases dramatically, there will be need of further advising and practicum/internship/program planning resources for students. Ensuring cross-training of staff and not duplicating work between units will be an important consideration to make this program flourish.

iii.2.8 Quality and other indicators

- Evidence of quality of the faculty (*e.g.*, qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
- Any other evidence that the program and faculty will ensure the intellectual quality of the student experience

NOTE: Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

The program's flexibility in course delivery modes, including hybrid, virtual, and in-person options, is intended to enhance the student experience and support their successful completion of the program. The availability of spring and summer course offerings, as well as the potential for supervised assessment/testing hours, provide additional opportunities for students to tailor their learning experiences. The collaborative nature of the program between the two faculties is expected to expose students to a diverse range of perspectives and expertise, enriching their intellectual experience.

3. EQUITY, DIVERSITY, INCLUSION, AND DECOLONIZATION

Please comment on any consideration of the principles of equity, diversity, inclusion, and decolonization in the new program.

The program includes EDST 2500 Foundations of Equity, Diversity, and Inclusion course as part of the course offerings. This will be an essential course for students as they work with diverse populations in their practica or internships. The program also includes the potential for students to take an intro to Indigenous Studies (INDG 1000U - Introduction to Indigenous Studies) and a psychology of gender course (PSYC 3075U – Biopsychology of Sex). There are a number of faculty that have Equity, Diversity, Inclusion, and Decolonization as an area of research which will support student learning in this area. Additionally, a new Indigenous faculty member was recently hired and will teach as part of the program thus furthering the understanding of Indigenous populations as it relates to the program. Many noted that there are many students at Ontario Tech that are first generation students/graduates as well many faculty are considered first generation. This allows for a connection between students and faculty that share this experience.

4. OTHER ISSUES

- Please highlight any unique curriculum or program innovation, creative components, or significant high-impact practices

It is one of the only undergraduate programs in educational psychology in Canada, with the exception of a minor at McGill and a specialty at Simon Fraser. It is a collaborative program between the Faculty of Education and the Faculty of Social Science and Humanities, allowing students to benefit from the expertise and resources of both faculties. The program is designed to be flexible, with options for students to take courses in the spring and summer terms to accommodate co-op or other work-integrated learning experiences including flexibility for students who are working full time where most courses are needed in the evening.

- Please identify any other issues that may not be covered above

5. SUMMARY AND RECOMMENDATIONS

Please provide a summary of your conclusions and include a numbered list of each of your recommendations.

Conclusions

We believe that this program will be of value to students and to employers. This uniqueness of the program and the connection to two faculties will serve students well and will likely be a sought after program. The complement of faculty members in both faculties are well suited to provide a rich program for students. The supports for students are available both in person and virtually so students can find what they need when they need it. The student experience will be a rich one

regardless of a student attending courses in person or online. We have no reservations with supporting this program moving forward.

Recommendations

1. Monitor the diversity of the applicant pool and consider alternative selection methods beyond just GPA if demand is high.
2. Explore options for embedding supervised assessment/testing hours into the program for students interested in pursuing careers as psychometrists.
3. Ensure appropriate faculty representation in the evaluation of capstone projects or culminating experiences related to field placements.
4. Provide students the opportunity to complete an honours thesis if there is sufficient faculty supervision available.
5. As the program grows, ensure there is sufficient instructional and support staff to meet the needs of students including additional advisors as needed.
6. Explore alternate pathways for students to enrol in the program including transfer from within the institution and from other institutions.

NOTE: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.

Signature:  _____

Date: March 4, 2025

Signature: Richelle Marynowski

Date: March 4, 2025

Appendix A: Site Visit Schedule

Undergraduate Program Review Site Visit

Bachelor of Arts in Educational Psychology, Mitch and Leslie Faculty of Education and Faculty of Social Science and Humanities

February 10 – 11, 2025

Reviewers: Dr. Saad Chahine, Queen's University

Dr. Richelle Marynowski, University of Lethbridge

All meetings take place in virtual room, meet.google.com/uhb-gkmg-wjk unless otherwise stated.

Day 1 Feb 10, 2025

Time	Location	Details	People
11:35am – 11:45am	meet.google.com/uhb-gkmg-wjk	Checking of tech requirements	CIQE staff (or tech support)
11:45am – 12:00pm	meet.google.com/uhb-gkmg-wjk	Welcome and meet with Provost	Dr. Lori Livingston, Provost and Vice-President, Academic Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities Darryl, Papke, Program and Curriculum Analyst, CIQE Michelle Patterson, Academic Planning Specialist

12:00pm – 12:30pm	meet.google.com/uhb-gkmg-wik	Welcome with program members Review of Agenda	Dr. Lori Livingston, Provost and Vice-President, Academic Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Alyson King, Associate Dean, Faculty of Social Science and Humanities Dr. Amy Leach, Associate Dean, Faculty of Social Science and Humanities Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities Darryl, Papke, Program and Curriculum Analyst, CIQE Michelle Patterson, Academic Planning Specialist
12:30 – 1:30pm	meet.google.com/uhb-gkmg-wik	Overview of the program and program proposal	Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities
1:30 – 2:15 pm Lunch Break			
2:15-3:00pm	meet.google.com/uhb-gkmg-wik	Student Life	Stephen Thickett, Director, Planning and Operations, Student Life

Monica Jain, Director, Careers, Counselling and Accessibility

3:00 – 3:15 pm Break

3:15-4:00pm	meet.google.com/uhb-gkmg-wjk	Library Reps	Chelsie Lalonde, Social Science and Education Librarian Catie Sahadath, Associate University Librarian, Scholarly Resources
4:00-4:15pm	meet.google.com/uhb-gkmg-wjk	Conclusion and summary of Day 1 Plans for the following day	Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities Michelle Patterson, Academic Planning Specialist

Day 2 Feb 11, 2025

Time	Location	Details	People
10:50-11:00am	meet.google.com/uhb-gkmg-wjk	Welcome to Day 2	Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities Michelle Patterson, Academic Planning Specialist

11:00-12:30pm	meet.google.com/hb-gkmg-wjk	Meeting with faculty members	<p>Dr. Joseph Eastwood, FSSH</p> <p>Dr. Roland Van Oostveen, FED</p> <p>Dr. Brenda Jacobs, FED</p> <p>Dr. Robyn Ruttenberg-Rozen, FED</p> <p>Dr. Jennifer Laffier, FED</p> <p>Dr. Laura Morrison, FED</p> <p>Dr. Christian Elia, FED</p> <p>Dr. Anna Rodrigues, FED</p> <p>Dr. Diane Tepylo, FED</p> <p>Dr. Karla Emeno, FSSH</p> <p>Dr. Amy Leach, FSSH</p> <p>Dr. Shannon Vettor, FSSH</p> <p>Tricia Dwyer-Kuntz, FED</p> <p>Dr. Sharon Lauricella, FSSH/FED</p>
---------------	---	------------------------------	--

12:30-1:30 pm Lunch Break

1:30 – 2:30pm	meet.google.com/hb-gkmg-wjk	Meeting with students	<p>Olyvia Dawson</p> <p>Destiny Best</p>
---------------	---	-----------------------	--

2:30 – 2:45 pm Break

2:45 – 3:30pm	meet.google.com/hb-gkmg-wjk	Meeting with staff members	<p>Aaron Mitchell, Director, Planning and Operations</p> <p>Amy Anderson, Manager, Academic Advising</p> <p>Dan Walters, Practicum and Internship Coordinator</p> <p>Michelle Patterson, Academic Planning Specialist</p> <p>Jennifer Robb, Program Assistant</p>
3:30 – 4:00pm	meet.google.com/hb-gkmg-wjk	Formal conclusion and discussion of issues	<p>Dr. Amanda Cooper, Dean, Mitch and Leslie Frazer Faculty of Education</p> <p>Dr. Peter Stoett, Dean, Faculty of Social Science and Humanities</p> <p>Dr. Allyson Eamer, Associate Dean, Mitch and Leslie Frazer Faculty of Education</p> <p>Dr. Shannon Vettor, Associate Teaching Professor, Faculty of Social Science and Humanities</p>
4:00 – 5:00pm	meet.google.com/hb-gkmg-wjk	(Optional) Reviewer's Collaboration	Only the external reviewers present in the virtual room



Faculty Response to the External Review for the
Bachelor of Arts (Honours) in Educational Psychology

Submitted By:

Dr. Shannon Vettor: Associate Teaching Professor, Faculty of
Social Science and Humanities
Dr. Allyson Eamer: Associate Dean, Frazer Faculty of Education

Dr. Amanda Cooper: Dean, Frazer Faculty of Education
Dr. Peter Stoett: Dean, Faculty of Social Science and Humanities

March 19, 2025

Introduction

Brief comments on the external reviewers' report and the program review process in general.

The external review of the Bachelor of Arts in Educational Psychology program occurred virtually over two days, Monday, February 10th, and Tuesday, February 11th, 2025. Dr. Saad Chahine, from Queen's University, and Dr. Richelle Marynowski, from the University of Lethbridge, were the two external examiners.

Drs. Saad Chahine and Richelle Marynowski were extremely knowledgeable and provided a very informative external perspective on the proposed Bachelor of Arts in Educational Psychology program. We appreciate the thorough and constructive feedback provided by the external reviewers based on their review of our proposal.

We agree with the overarching importance of continuously reviewing, refining, and enhancing the proposed Bachelor of Arts in Educational Psychology program during its initial inception and ongoing lifecycle of the program.

Summary of Recommendations and Faculty Responses

- *Restate the recommendations summarized in the external reviewers' report and provide the Program's comments and responses*
- *The Dean should then provide summative comments/responses from an overarching Faculty perspective for each recommendation and program response*

Recommendation 1

Monitor the diversity of the applicant pool and consider alternative selection methods beyond just GPA if demand is high.

Program's Response

Ontario Tech University already boasts a diverse student body. The program committee is committed to continuing to foster diversity and inclusivity among its student body that we see across all the other programs throughout the university. We will work with the Registrar's Office, Academic Advising, and Student Accessibility Services to ensure our application process is inclusive and limits any potential barriers to enrollment.

If applicant demand significantly exceeds program capacity, we will review our admissions process and explore alternative selection methods beyond cumulative grade point average, such as including personal statements, and/or interviews, to assess student potential and alignment with program objectives.

Additionally, we are committed to ensuring that our recruitment efforts actively seek to engage and include underrepresented groups. To achieve this, we will collaborate with institutional equity offices and community organizations to identify and encourage applications from underrepresented groups.

Upon initial program review, the application process will be reviewed to ensure that our admission offers continue to include a diverse pool of applicants.

Deans' response

Comment on the recommendation and program's response

Full agreement with the recommendation and response. If the program committee engages in requisite work to strengthen the application process beyond GPA, this will be recognized as a major service commitment.

Recommendation 2

Explore options for embedding supervised assessment/testing hours into the program for students interested in pursuing careers as psychometrists.

Program's Response

The program currently includes experiential learning components such as practicum and work-integrated learning opportunities, which can be leveraged to provide students with exposure to psychometric assessment and testing. We will explore partnerships with educational and mental health organizations to facilitate supervised assessment experiences.

Also, once the university's co-op program is fully functional, we will look into whether a co-op option can be feasibly included in the BA in Educational Psychology pathway, ensuring the co-op options available for the students are relevant and appropriate to the learning outcomes and goals of the program.

Further, a psycho-educational course already embedded in the pathway, and the possibility of introducing a more psychometrics-focused elective or specialization will be considered as the program grows to provide students with further relevant theoretical and applied training.

Deans' response

Comment on the recommendation and program's response

Future development of a psychometrics-focused elective, specialization, and/or diploma can be explored.

Recommendation 3

Ensure appropriate faculty representation in the evaluation of capstone projects or culminating experiences related to field placements.

Program's Response

Given the interdisciplinary nature of the program, faculty representation in the evaluation of capstone projects and field placements will be appropriately structured.

The program will ensure that permanent faculty members from both the Psychology and Educational Studies programs are heavily involved with the evaluation of any capstone projects and field placements. However, our limited-term faculty members are all highly qualified in their respective areas of expertise, and this expertise will also be leveraged to further enrich our students' experiences and mentorship.

Additionally, the program will look to invite external professionals from partner organizations to contribute to evaluations and field placement supervision, where appropriate, thereby ensuring a well-rounded assessment approach and expertise.

Faculty representation will grow as program growth results in additional tenure track and teaching faculty hires.

Deans' response

Comment on the recommendation and program's response

In addition to the measures discussed above, periodic scheduled program reviews will be conducted with ample representation from both FED and FSSH, as well as external reviewers.

Recommendation 4

Provide students the opportunity to complete an honours thesis if there is sufficient faculty supervision available.

Program's Response

To further enrich our students' experiential learning opportunities and open various pathways beyond their BA degree, we are happy to include a pathway that includes the ability for the students to complete a fourth-year honours thesis in Psychology.

We have included an optional honours thesis pathway (see Amended Appendix A) based on the current model being used for the Psychology and Forensic Psychology programs.

The inclusion of both Psychology and Education faculty members as potential supervisors will help provide sufficient faculty numbers and ensure the appropriate expertise of supervision is provided to the students.

Deans' response

Comment on the recommendation and program's response

Enrollment in a fourth-year honours thesis would need to be limited to students with a GPA as deemed appropriate by the program committee and approved by the FSSH and FED Deans.

Recommendation 5

As the program grows, ensure there is sufficient instructional and support staff to meet the needs of students including additional advisors as needed.

Program's Response

The program committee will continuously monitor enrollment trends and assess instructional and support staff requirements accordingly.

If enrollment exceeds projections, a case will be made for additional faculty hires in both Psychology and Education, teaching assistants, academic advisors, and a program assistant. These will be necessary to maintain a high standard of student support and ensure that they receive the necessary academic and career guidance throughout their studies.

Deans' response

Comment on the recommendation and program's response

While it would be optimal to add full-time hires related to this program, sessional hires are also possible. We feel that there are adequate staff resources (Advisors and program assistants) to ensure the success of the program at present, though as discussed above this could change if the realized enrollments significantly exceed expectations.

Recommendation 6

Explore alternate pathways for students to enroll in the program including transfer from within the institution and from other institutions.

Program's Response

The program has been designed to allow for alternative pathways into it, as it incorporates an Advanced Entry Pathway (AEP) and a General Arts and Science (GAS) certificate for students transferring from community colleges. The AEP and GAS pathways could be expanded beyond current partnerships, as interest in the program grows to allow for greater student enrollment potential. This can be explored in the initial program review.

Additionally, students can transfer between programs within the university itself, with consideration for meeting prerequisite standards for program breadth.

Transfers from other institutions without current agreements with the university are currently handled on a case-by-case basis with a transfer credit allocation.

Deans' response

Comment on the recommendation and program's response

Full agreement with the response above.

Suggested Revisions for the Proposal following External Review

- *Program to list all suggested revisions to the proposal*
- *For each suggested revision, the Dean should include a comment indicating whether the revision will proceed. If the revision will not proceed, please indicate a rationale*



Summary of Changes Made to the Proposal Following External Review

List all revisions to the proposal and appendices, noting the Section number from the document. Include this form with the final proposal.

Appendix A - Calendar Copy Educational Psychology and Calendar Copy for Advanced Entry

A pathway was added for both the four-year pathway and the Advanced Entry pathway for the students to complete a fourth-year honours thesis project.

UNDERGRADUATE STUDIES COMMITTEE REPORT

ACTION REQUESTED:

Recommendation	<input type="checkbox"/>
Decision	<input type="checkbox"/>
Discussion/Direction	<input type="checkbox"/>
Information	<input checked="" type="checkbox"/>

DATE: May 20, 2025

FROM: Centre for Institutional Quality Enhancement

SUBJECT: Bachelor of Health Sciences – Kinesiology to Durham College –
Massage Therapy Articulation Agreement Schedule

The Ontario Tech Kinesiology to Durham College (DC) Massage Therapy direct entry pathway was recommended by USC in January 2025. At the time of presentation, USC was advised that a new schedule would be added to the existing articulation agreement with DC. Centre for Institutional Quality Enhancement is presenting this updated schedule for information.

NEXT STEPS:

The new schedule will be appended to the existing articulation agreement, which is effective until 2028.

SUPPORTING REFERENCE MATERIALS:

- Signed Articulation Agreement Change Form
- New course proposals: New Schedule C Program 4.1

ARTICULATION AGREEMENT CHANGE FORM

Date: May 5, 2025

Effective Date of Change(s): May 5, 2025

Description of Agreement: Articulation Agreement made the 28th day of June, 2023 between The University of Ontario Institute of Technology ("**Ontario Tech University**") and The Durham College of Applied Arts and Technology ("**Durham College**")

Ontario Tech University and Durham College agree that the Articulation Agreement referenced above shall be amended as follows on the Effective Date of Change(s) referenced above:

Description of Articulation Agreement Schedule Being Changed: Addition of the Bachelor of Health Science (Honours) - Kinesiology to Durham College Massage Therapy Advanced Diploma Direct Entry Pathway; new Schedule C, Program 4.1. See attached Appendix 1.

Description of Change(s): ☐ Minor Change ☒ Major Change/Addition of New Schedule

Detailed Description of Change(s): Students now have the option to complete the Kinesiology program, including the three elective courses KINE 4413U Exercise Rehabilitation and Management, KINE 3476U Advanced Sport Injury Management, and KINE 4150U Foundational Skills and Techniques for Massage Therapy with the associated Ethics Module, after which they are eligible to apply for direct entry to the second year of the Durham College Massage Therapy program as outlined in Schedule C, Program 4.1.

IN WITNESS WHEREOF this Articulation Agreement Change Form has been executed by the parties as of the date first above written.

**THE DURHAM COLLEGE OF APPLIED ARTS
AND TECHNOLOGY**

**UNIVERSITY OF ONTARIO INSTITUTE OF
TECHNOLOGY**

By: _____
Name: Dr. Jean Choi
Title: Vice-President, Academic and Students

By: _____
Name: Kimberley McCartney
Title: Manager, Centre for Institutional
Quality Enhancement

I have authority to bind Durham College.

I have authority to bind Ontario Tech University.

APPENDIX 1

SCHEDULE C PROGRAM 4.1

Program of Study:	Ontario Tech University Bachelor of Health Science (Honours) - Kinesiology to Durham College Massage Therapy Advanced Diploma Direct Entry Pathway
Ontario Tech University Faculty:	Health Sciences
Durham College Faculty:	Health Sciences
Date of Implementation:	September 2025
Expiry Date:	August 31, 2028

Ontario Tech University Requisite Program

Bachelor of Health Sciences (Honours) - Kinesiology

Application Procedures and Natural Intake

Student applications will be through the Ontario College Application System using the designated program code listed on the Durham College website and must conform to the published timelines listed on www.ontariocolleges.ca.

Admission Requirements

- a) Applicant shall be a graduate of the requisite program with a minimum overall average of 60%, having completed the following prerequisite courses:
- KINE 4413U Exercise Rehabilitation and Management
 - KINE 3476U Advanced Sport Injury Management
 - KINE 4150U Foundational Skills and Techniques for Massage Therapy and a required online Ethics Module by the second week of the KINE 4150U course.

for admission consideration into the Ontario College Advanced Diploma - Massage Therapy program.

- b) Admission is dependent upon space availability and documented evidence of having successfully achieved pre-requisite requirements for the program. Applicant will be evaluated for admission to the Durham College program, recognizing that admission based on minimum admission requirements is not guaranteed, and that Durham College will give preference to the applicants with the best qualifications.

Credit Transfer Agreement

Students will receive 13 credits toward the Ontario College Advanced Diploma - Massage Therapy program and will be placed into Semester Three. Credits will be granted as follows:

COURSE CREDIT AWARDED AT DURHAM COLLEGE	COURSE VALUE
ANAT 1503: Anatomy for Massage Therapy	70 hours
COMM 1100: Communication Foundations	42 hours
CSAT 1500: Clinical Skills and Techniques I	56 hours
ETHC 1502: Ethics and Code of Conduct	42 hours
HLTH 1500: Health and Wellness	42 hours
MAST 1500: Assessment 1	56 hours
ANAT 2503: Anatomy for Massage Therapy II	70 hours

ANAT 1200: Anatomy & Physiology	42 hours
COMM 1226: Communications for Massage Clinical Practice	42 hours
CSAT 2500: Clinical Skills and Tech II	56 hours
MAST 2500: Assessment II	56 hours
REIS 1501: Relationship and Interpersonal Skills	42 hours
INDG 0000: Indigenous Elective	42 hours

Students are required to meet the progression and graduation requirements as defined by Durham College in order to satisfy the credential.

If a student changes into another program, all transfer credits detailed in this agreement will not apply. Prior to changing programs, it is advised that the student discuss their academic program requirements with the applicable academic advisor.