

## York University 2022 Course Inventory - SDG 4

COURSE TITLE	FACULTY	SUBJECT	CODE	CREDIT	DESCRIPTION	LANGUAGE	PRIMARY SDG	SECONDARY SDG	ANCILLIARY SDG
Teaching Accounting in the Intermediate-Senior Divisions - A	Faculty of Education	ACTG	4000	3	This course begins to prepare students to be qualified teachers of Accounting in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Accounting in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Teaching Accounting in the Intermediate-Senior Divisions - B	Faculty of Education	ACTG	4001	3	This course continues to prepare students to be qualified teachers of Accounting in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Accounting areas in order to further develop students' expertise for teaching this subject. ED/ACTG 4000 (Part A) is a prerequisite for this course. Only available to students in the Bachelor of Education (BEd) program.	en	SDG 4 Quality Education		
Intercultural Training Skills	Faculty of Liberal Arts & Professional Studies	ANTH	2300	3	This course prepares students to negotiate their learning goals in a cross-cultural context while on university exchange. Topics covered may include culture, participant observation, culture shock, risk & safety, managing intercultural conflict, friendship, travel, politeness, cleanliness, gender & sexuality, gifts, poverty, religion and health.	en	SDG 4 Quality Education	SDG 5 Gender Equality	
Intermediate Modern Standard Arabic for Heritage Students	Faculty of Liberal Arts & Professional Studies	ARB	2010	6	Designed for students with knowledge of spoken and/or written Arabic exceeding that of a student who took the Introduction course for beginners. Students in this course will have taken the Introduction for Advanced Beginners or will have equivalent knowledge of the language. This course focuses on developing proficiency in reading, writing, listening and speaking the standard Arabic language. By its end, students are expected to be able to read and understand long texts, from a variety of genres of Arabic and translate them from Arabic into English, and vice versa. Prerequisites: AP/ARB 1010 6.00 or equivalent competence. Course credit exclusion: AP/ARB 2000 6.00. Open to: Native speakers of Arabic dialects with no formal training in the Modern Standard Arabic, and readers of the Qur'an and Arabic script with no formal training in Arabic. Notes: An authorization slip is required; it can be obtained at the Main Office of DLLL, after the required written placement test.	en	SDG 4 Quality Education		

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Classroom Amplification for Deaf/Hard of Hearing Learners	Faculty of Education	AUCO	3565	3	<p>This course prepares teachers in the oral/aural stream of the Deaf/Hard of Hearing Program to evaluate the need for classroom amplification, to fit this technology to students' personal amplification, to install the technology in classrooms, and to verify its effectiveness. Prerequisites to this course are Listening and Speaking for Learners with Hearing Loss (course code to be determined). Corequisites to this course are Auditory Verbal Learning (AUDV3590), and Teaching in the Mainstream (INDS3541). NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing.</p> <p>This course will focus on developing proficiency in American Sign Language (ASL). The purpose of this course is to develop skills in receptive and expressive ASL. Attention will be given to the grammar of ASL, the importance of proper non manual grammatical signals, non manual signals and cultural aspects of ASL and will lead participants to an understanding of how to use ASL in a bilingual classroom. Assessment of ASL abilities will take place during the first class of each course and grading rubrics will be presented to all participants. NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing.</p>	en	<b>SDG 4 Quality Education</b>		
Bilingual - Bicultural Education	Faculty of Education	BBED	3570	3	<p>This course is designed to help students gain the knowledge, skills, and resourcefulness they will need to be successful students at York University. The course will help students adapt to their Faculty and university by providing academic skills training, peer-peer connections and a sense of university culture. Students will develop skills and individualized learning plans that will help them be successful throughout their time as a student at York. Using the in-class and online environment, students will apply their knowledge through activities, discussions and interactions with staff, faculty and peers.</p>	en	<b>SDG 4 Quality Education</b>		
First-Year Success Seminar.	Faculty of Science	BC	1800	3	<p>This course begins to prepare students to be qualified teachers of Biology in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Biology in the intermediate and senior grades. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Biology in the Intermediate-Senior Divisions - A	Faculty of Education	BIOL	4000	3	<p>This course begins to prepare students to be qualified teachers of Biology in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Biology in the intermediate and senior grades. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		

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Teaching Biology in the Intermediate-Senior Divisions - B	Faculty of Education	BIOL	4001	3	<p>This course continues to prepare students to be qualified teachers of Biology in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Biology areas in order to further develop students' expertise for teaching this subject. ED/BIOL 4000 (Part A) is a prerequisite for this course. This course is only open to students in the Bachelor of Education (BEd) degree program.</p> <p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Students are expected to commit to approximately 5-10 hours per week (on average) for one term. The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enrol. Students may enroll in this course during any term, and there is no limit to the number of terms in which they are allowed to enroll. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p>	en	<b>SDG 4 Quality Education</b>		
Research Practicum	Faculty of Science	BIOL	2601	0	<p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Students are expected to commit to approximately 5-10 hours per week (on average) for one term. The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enroll. Students may enrol in this course during any term, and there is no limit to the number of terms in which they are allowed to enroll. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p>	en	<b>SDG 4 Quality Education</b>		
Research Practicum	Faculty of Science	BIOL	4601	0	<p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Students are expected to commit to approximately 5-10 hours per week (on average) for one term. The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enroll. Students may enrol in this course during any term, and there is no limit to the number of terms in which they are allowed to enroll. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. The course evaluation will be pass/fail only. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p>	en	<b>SDG 4 Quality Education</b>		

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Research Practicum	Faculty of Science	BIOL	2602	0	<p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Students are expected to commit to approximately 5-10 hours per week (on average) . The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enroll. Students may enrol in this course during any term, and there is no limit to the number of terms in which they are allowed to enroll. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p> <p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Note: This course does not count for degree credit in any program. Students are expected to commit to approximately 5-10 hours per week (on average) for one term. The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enroll. Students may enrol in this course during any term, and there is no limit to the number of terms in which they are allowed to enroll. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		
Research Practicum	Faculty of Science	BIOL	1602	0	<p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Note: This course does not count for degree credit in any program. Students are expected to commit to approximately 5-10 hours per week (on average) for one term. The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enroll. Students may enrol in this course during any term, and there is no limit to the number of terms in which they are allowed to enroll. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		

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Research Practicum	Faculty of Science	BIOL	3602	0	<p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Note: This course does not count for degree credit in any program. Students are expected to commit to approximately 5-10 hours per week (on average). The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enroll. Students may enroll in this course during any term, and there is no limit to the number of terms in which they are allowed to enroll. Students will not be allowed to enrol in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p> <p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Note: This course does not count for degree credit in any program. Students are expected to commit to approximately 5-10 hours per week (on average) for one term. The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enroll. Students may enroll in this course during any term, and there is no limit to the number of terms in which they are allowed to enrol. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		
Research Practicum	Faculty of Science	BIOL	4602	0	<p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Note: This course does not count for degree credit in any program. Students are expected to commit to approximately 5-10 hours per week (on average) for one term. The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enroll. Students may enroll in this course during any term, and there is no limit to the number of terms in which they are allowed to enrol. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		

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Research Practicum	Faculty of Science	BIOL	3601	0	<p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Students are expected to commit to approximately 5-10 hours per week (on average). The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enrol. Students may enrol in this course during any term, and there is no limit to the number of terms in which they are allowed to enrol. Students will not be allowed to enroll in a biology research practicum course with their Honours Thesis (SC/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SC/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in Biology or Biochemistry majors.</p> <p>Offers the student research experience as part of a Biology research team. The student must make arrangements with a faculty member before enrolling in this course. Students are expected to commit to approximately 5-10 hours per week (on average) for one term. The student and faculty member must sign a form in which they agree on the type and amount of work to be done, and the form must be approved by the Instructor before the student will be allowed to enrol. Students may enrol in this course during any term, and there is no limit to the number of terms in which they are allowed to enrol. Students will not be allowed to enrol in a biology research practicum course with their Honours Thesis (SB/BIOL 4000 8.00) supervisor during the same terms that they are enrolled in SB/BIOL 4000 8.00. Students will be required to obtain safety training, such as WHMIS, if appropriate to the type of research undertaken. The course is intended only for students in biology or biochemistry majors.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		
Research Practicum	Faculty of Science	BIOL	1601	0		en	<b>SDG 4</b> <b>Quality Education</b>		

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Biophysics Internship Work Term	Faculty of Science	BPHS	3900	0	<p>This experiential education course reflects the work term component of the Technology Internship Program (TIP). Qualified Honours students gain relevant work experience as an integrated complement to their academic studies, reflected in the requirements of a learning agreement and work term report. Students are required to register in this course for each four month work term, with the maximum number of work term courses being four ( i.e. 16 months). Students in this course receive assistance from the Career Centre prior to and during their internship, and are also assigned a Faculty Supervisor/Committee. Prerequisites: Enrolment is by permission only. Criteria for permission include: (1) that students have successfully completed at least nine SC/BPHS or SC/PHYS credits at the 3000-level or higher, including SC/BPHS 3090 3.00, and have a GPA of at least 5.00 in SC/BPHS, SC/BIOL, and SC/PHYS courses overall; (2) that students are enrolled full-time in the Honours program prior to beginning their internship and have attended the mandatory preparatory sessions as outlined by the Career Centre; (3) that students have not been absent for more than two consecutive years as a full-time student from their Honours degree studies; (4) that upon enrolling in this course students have a minimum of nine credits remaining toward their Honours degree and need to return as a full-time student for at least one academic term to complete their degree after completion of their final work term. Registration in SC/BPHS 3900 0.00 provides a record on the transcript for each work term.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Business Studies in the Intermediate-Senior Divisions - A	Faculty of Education	BUSI	4000	3	<p>This course begins to prepare students to be qualified teachers of Business Studies in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Business Studies in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Business Studies in the Intermediate-Senior Divisions - B	Faculty of Education	BUSI	4001	3	<p>This course continues to prepare students to be qualified teachers of Business Studies in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Business Studies areas in order to further develop students' expertise for teaching this subject. ED/BUSI 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Chemistry in the Intermediate-Senior Divisions - A	Faculty of Education	CHEM	4000	3	<p>This course begins to prepare students to be qualified teachers of Chemistry in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Chemistry in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		

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Teaching Chemistry in the Intermediate-Senior Divisions - B	Faculty of Education	CHEM	4001	3	This course continues to prepare students to be qualified teachers of Chemistry in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Chemistry areas in order to further develop students' expertise for teaching this subject. ED/CHEM 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Field Placement for Cinema & Media Studies/Media Arts	School of Arts, Media, Performance & Design	CMA	4191	3	An experiential education field placement course specifically for students in the BA in Cinema & Media Studies and BFA in Media Arts. Students undertake field placements in moving image media industry sites, supervised and guided by AMPD faculty and staff. Open to majors only. Prerequisites: 60 credits and enrollment in the Honours BA in Cinema & Media Studies or BFA in Media Arts (i.e. students are eligible to take Field Placements in Year 3 and Year 4 of their degrees). Fourth Year Projects is the culminating course in the Media Arts curriculum that builds on the media fundamentals introduced in Media Practice I and developed in Media Practice II. Using a student-led approach, the focus is on developing a working prototype as the focal point of a creative portfolio that showcases a variety of skills. The possibilities range from interactive stories or documentaries to AR and VR games, podcasts, installations, and web projects, developed either individually or collaboratively. With guidance and mentorship, students will complete a substantial creative work on the platform of their choice. Open to majors only. Pre-requisites: FA/CMA 3101 or permission of instructor.	en	SDG 4 Quality Education		
Fourth Year Projects	School of Arts, Media, Performance & Design	CMA	4101	6	Examines the origins and development of forms of digital media and culture with particular emphasis on how they differ from pre-digital or "analog" cultural forms. Upon establishing our theoretical foundations for considering new media as technology and culture, we investigate the historical development of digital technology and some of the transformative effects it has had, and continues to have, on previous forms of communication. Seminar discussions address themes such as identity, privacy, hardware/software, education, journalism, news, and interactivity, in relation to topics such as hypermedia, cyberspace, satellites, digital telephony, digital radio/music, digital photography/video, and digital literacy.	en	SDG 4 Quality Education		
Digital Media and Culture	Faculty of Liberal Arts & Professional Studies	COMN	3550	3	This course begins to prepare students to be qualified teachers of Computer Studies in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Computer Studies in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 9 Industry, Innovation and Infrastructure	SDG 4 Quality Education	SDG 16 Peace, Justice and Strong Institutions
Teaching Computer Studies in the Intermediate Division - A	Faculty of Education	COST	4000	3	This course continues to prepare students to be qualified teachers of Chemistry in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Chemistry areas in order to further develop students' expertise for teaching this subject. ED/CHEM 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		



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Teaching Computer Studies in the Intermediate-Senior Divisions - B	Faculty of Education	COST	4001	3	This course continues to prepare students to be qualified teachers of Computer Studies in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Computer Studies areas in order to further develop students' expertise for teaching this subject. ED/COST 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Intermediate Prose Workshop: Fiction	Faculty of Liberal Arts & Professional Studies	CWR	3610	6	A course for students who have demonstrated talent in the writing of prose fiction. Study may be made of the craft of the journal, short story and novel through the work of both recognized writers and students in the course. Note: For students who are not creative writing majors, enrolment in this course is based upon approval of a portfolio of 15 to 20 pages of prose submitted by the student to the coordinator of the creative writing program. CCE: AP/EN 3610 6.00	en	<b>SDG 4 Quality Education</b>		
Intermediate Poetry Workshop	Faculty of Liberal Arts & Professional Studies	CWR	3620	6	A course for students who are seriously engaged in the practice of poetry, and who wish to explore their strengths and develop the range of their skills in the company of other poets. The workshop approach will encourage learning while doing. Note: For students who are not creative writing majors, enrolment in this course is based upon approval of a portfolio of 15 to 20 pages of poetry submitted by the student to the Coordinator of the Creative Writing program. CCE: AP/CWR 3620 6.00	en	<b>SDG 4 Quality Education</b>		
Teaching Dance in the Intermediate-Senior Divisions - A	Faculty of Education	DANC	4000	3	This course begins to prepare students to be qualified teachers of Dance in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Dance in the intermediate and senior grades. Only available to students in the Bachelor of Education (BEd) program.	en	<b>SDG 4 Quality Education</b>		
Teaching Dance in the Intermediate-Senior Divisions - B	Faculty of Education	DANC	4001	3	This course continues to prepare students to be qualified teachers of Dance in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Dance areas in order to further develop students' expertise for teaching this subject. ED/DANC 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching Street & Club Dance Styles	School of Arts, Media, Performance & Design	DANC	3560	3	Examines the techniques, course, history, styles and foundations of breaking. The course involves technical and performance development. Required in BFA Dance (Dance Education stream), this course equips students to teach breaking's movement fundamentals and the cultural and historical context to K-12 students. Prerequisites: FA/DANC 2216 3.00 and Permission of the Department.	en	<b>SDG 4 Quality Education</b>		

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Community Dance Education	School of Arts, Media, Performance & Design	DANC	4368	3	<p>Provides students with theories, tools, strategies, and applications for teaching dance to a range of community populations, which might include older adults and/or people with mobility or other personal or societal challenges. Students will learn to plan, teach, and assess movement experiences for various community populations using a range of dance forms. In addition to lectures/studio, there will be 1 hour practicum. Prerequisites: FA/DANC 3368 3.00 and FA/DANC 3369 3.00 or permission of the department. Note: A placement is required for this course.</p> <p>Addresses two complementary components of dance training: fundamentals of movement and improvisation. The fundamentals of movement covers conditioning and injury prevention explored through applications of kinesthetic awareness, imagery, release, alignment, stretch and strength techniques and movement re-education. The improvisation component provides students with an introduction to theory and practice of creative process in dance. Required of all dance majors. Open only to dance majors.</p>	en	<b>SDG 4 Quality Education</b>		
Fundamentals of Physical Practice	School of Arts, Media, Performance & Design	DANC	1220	3	<p>Explores content development, publishing and the flow of information across a range of digital platforms that comprise our contemporary communications ecosystem. Topics include visual and digital literacy, a brief history of the Internet, the World Wide Web and the cloud, and our dependence on social media and mobile devices. As opportunities for increased interactivity and data collection are enabled by the proliferation of sensors and pervasive computing, students will consider the efficacy of digital communications to issues of identity, privacy, work, individual well-being, citizenship and the public good. Students will work in multi-media, web development, and social media to complete assignments. Course credit exclusion: FA/FACS 2500 3.0.</p>	en	<b>SDG 4 Quality Education</b>		
Publishing in Digital Media	School of Arts, Media, Performance & Design	DATT	2100	3	<p>This blended introductory course is designed for non-majors who are interested in design. Through key readings, writing assignments and hands-on projects, students will develop basic literacy in visual communication design and gain an appreciation of design in society at large and in the business world. Students need to be aware that this is not a software training course, but rather requires intensive readings, writing reflections on short design articles, documentation of rigorous design processes, research reports, creative rationales as well as applied design projects with the learning goals to enhance students' abilities and sensitivity to design and creativity. This course has no tests or examinations, but weekly lesson activities and design projects provide students with opportunities to embrace the continuous learning experience of an in-depth design studio education.</p>	en	<b>SDG 4 Quality Education</b>		
Introduction to Design: Practice and Appreciation (for non-majors)	School of Arts, Media, Performance & Design	DESN	1010	3	<p>This blended introductory course is designed for non-majors who are interested in design. Through key readings, writing assignments and hands-on projects, students will develop basic literacy in visual communication design and gain an appreciation of design in society at large and in the business world. Students need to be aware that this is not a software training course, but rather requires intensive readings, writing reflections on short design articles, documentation of rigorous design processes, research reports, creative rationales as well as applied design projects with the learning goals to enhance students' abilities and sensitivity to design and creativity. This course has no tests or examinations, but weekly lesson activities and design projects provide students with opportunities to embrace the continuous learning experience of an in-depth design studio education.</p>	en	<b>SDG 4 Quality Education</b>		

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Deaf Studies - Introduction	Faculty of Education	DEST	3770	3	This course studies how people develop their identities based on hearing status. It examines social, cultural, and political factors related to being Deaf or Hard of Hearing and develops understandings of how such factors affect family life, education, and communication. NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing.	en	<b>SDG 4 Quality Education</b>		
Directed Reading	Faculty of Graduate Studies	DIGM	5990	3	Students have the option of taking a Directed Reading course with any faculty member appointed to the Program, provided a suitable graduate course is not available in the current curriculum, and provided the course does not overlap significantly with a course taken previously. In all cases, the course will be directly relevant to the student–is thesis/dissertation project.	en	<b>SDG 4 Quality Education</b>		
Foundations of Digital Media	Faculty of Graduate Studies	DIGM	5010	3	Students learn the essential skills of postgraduate-level research in areas of digital media and computational arts, and attain core literacies in mathematical and computational bases for digital media to support applications spanning areas including sound, image, and digital signal processing, 3D environments and the graphics pipeline, software design, simulation and complex systems, etc. These literacies are contextualized by reference to exemplary projects in diverse practices such as computational art, music, video games, information visualization, web-based media, responsive architecture, physical computing, etc., including the examination of landmark texts and projects in digital media, computational arts and culture spanning the past century, addressing the continual overlap between artistic and scientific practices. Literacy is evaluated through the ability to understand and transfer published research in these fields into creative applications, recreating established research results, projects, or through works of specific interest to the student–is research area(s).	en	<b>SDG 9 Industry, Innovation and Infrastructure</b>	<b>SDG 4 Quality Education</b>	
Teaching Dramatic Arts in the Intermediate Division	Faculty of Education	DRAA	3000	3	This course prepares students to be qualified teachers of Dramatic Arts in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Dramatic Arts in the junior and intermediate grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching Dramatic Arts in the Intermediate-Senior Divisions - A	Faculty of Education	DRAA	4000	3	This course begins to prepare students to be qualified teachers of Dramatic Arts in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Dramatic Arts in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		

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Teaching Dramatic Arts in the Intermediate-Senior Divisions - B	Faculty of Education	DRAA	4001	3	This course continues to prepare students to be qualified teachers of dramatic arts in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Dramatic Arts areas in order to further develop students' expertise for teaching this subject. ED/ DRAA 4000 (Part A) is a prerequisite for this course.This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Teaching Economics in the Intermediate-Senior Divisions - A	Faculty of Education	ECON	4000	3	This course begins to prepare students to be qualified teachers of Economics in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Economics in the intermediate and senior grades.This course is only open to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Teaching Economics in the Intermediate-Senior Divisions - B	Faculty of Education	ECON	4001	3	This course continues to prepare students to be qualified teachers of Economics in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Economics areas in order to further develop students' expertise for teaching this subject. ED/ECON 4000 (Part A) is a prerequisite for this course.This course is only open to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Child Development & Health	Faculty of Education	EDFE	1100	3	How may educators understand the developing child through the wider world? Topics include: mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education	SDG 5 Gender Equality	
Adolescent Development & Health	Faculty of Education	EDFE	1101	3	How do educators understand the developing adolescent through the wider world? Topics include: mental health and family/school life; theories of mind, language, and emotional life; studies of peer and school influence, conflict and care; and sexuality, gender, and race for adolescents. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education	SDG 5 Gender Equality	
Inclusion, Disabilities and Education	Faculty of Education	EDFE	1300	3	This course focuses on the inclusion of children receiving special education support within the elementary and secondary classroom. Topics include disability theory, history, and identity in relation to schooling, special education and assessment, relevant legislation, inclusion, differentiation, modification and accommodation, collaborative practice, the role of external professionals, instructional technologies, and equity issues related to identification, placement, and achievement. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Teaching for Diverse & Equitable Classrooms in Ontario	Faculty of Education	EDFE	3100	3	In exploring issues of diversity and equity in Ontario classrooms, this course examines relationships, curriculum, learning and teaching in relation to the multiple and intersecting identities of learners and educators. This course aims to name and disrupt historical and contemporary systemic oppression in schooling that continue harm students and staff in Ontario classrooms. Examples of systemic oppression include settler colonialism, White supremacy, anti-Black racism, cis-heteropatriarchy, ethnocentrism, classism, ableism, xenophobia, Anglocentrism, Islamophobia, anti-Semitism, anti-Asian racism, and more. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Content Into Practice	Faculty of Education	EDFE	3200	3	Students will examine the nature of curricular content as outlined by the Ontario Ministry of Education. Focusing on the engagement of diverse students in meaningful, educational experiences, topics include policy expectations, lesson planning, curriculum development and delivery, and classroom management. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Research Into Practice	Faculty of Education	EDFE	4200	3	Students will connect innovative teacher research to their practice. To cultivate a life-long curiosity and critical inquiry into their professional practice, students consider, explore, and implement a range of approaches for the study of teaching and learning. Course only available to students in the Bachelor of Education program.	en	<b>SDG 4 Quality Education</b>		
Foundations of Education & Theory Into Practice	Faculty of Education	EDFE	2000	6	This interdisciplinary course examines the philosophical, historical, and sociological foundations of education. Attention is paid to the socio-cultural, historical and political context of education, with specific reference to the development of compulsory public schooling and residential schooling in Canada. Students will connect educational theory to their professional practice. Through readings, teaching narratives and casework, students will adopt critically informed approaches to current, multidisciplinary and professional practices of teaching. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Integration Through Arts	Faculty of Education	EDIN	4000	3	This course examines basic understandings of, and appreciation for, implementation of the arts within an integrated curriculum. Emphasis is placed on the arts as a unique resource for integration across subjects and as a means for rich learning and student engagement. This course is only open to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Language & Literacy in the Junior-Intermediate Divisions	Faculty of Education	EDJI	1000	3	<p>This course facilitates an understanding of the Ontario Language Curriculum in the Junior/Intermediate grades with a focus on exploring and critiquing current thinking about language and literacy learning and the implications for pedagogical choices. This course is only open to students in the Bachelor of Education (BEd) degree program.</p> <p>This course examines purposes and practices of Junior-Intermediate division science in Ontario. Students are engaged in theory and authentic science-student and science-teacher experiences through course participation and assessments. Topics include: Purposes of science education; Curriculum analysis; Concept development; Science and technology within social and environmental contexts; Nature of Science (NOS); Science Inquiry and problem solving; Science pedagogy and approaches; Lesson planning and development; Assessment in school science. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Science and Technology in the Junior-Intermediate Divisions	Faculty of Education	EDJI	2000	3	<p>This course examines the concept of cross-curricular learning in Social Studies, History and/or Geography in the Junior-Intermediate divisions. Students will explore themes central to teaching and learning history, geography, social life, and culture. This course is only available to students in the Bachelor of Education (BEd) degree program.</p> <p>Examines the design, delivery and fundamental principles of teaching health and physical education in the Junior/Intermediate divisions. Students will explore the development of physical and health literacy and the facilitation of authentic learning engagements through a comprehensive community/school health model. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Social Studies & Culture in the Junior-Intermediate Divisions	Faculty of Education	EDJI	3000	1.5	<p>This course facilitates an understanding of the Ontario Language Curriculum in the Primary/Junior grades with a focus on exploring and critiquing current thinking about language and literacy learning and the implications for pedagogical choices. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Physical Education in the Junior-Intermediate Divisions	Faculty of Education	EDJI	3100	1.5	<p>This course facilitates an understanding of the Ontario Language Curriculum in the Primary/Junior grades with a focus on exploring and critiquing current thinking about language and literacy learning and the implications for pedagogical choices. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Language & Literacy in the Primary-Junior Divisions	Faculty of Education	EDPJ	1000	3	<p>Examines developmental theories, epistemic assumptions and pedagogical practices in science and technology in the Primary/Junior divisions. Topics include: play, inquiry and problem solving, creativity and wonderment, curriculum analysis, concept development, science and technology within social and environmental contexts. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Science & Technology in the Primary-Junior Divisions	Faculty of Education	EDPJ	2000	3	<p>Examines developmental theories, epistemic assumptions and pedagogical practices in science and technology in the Primary/Junior divisions. Topics include: play, inquiry and problem solving, creativity and wonderment, curriculum analysis, concept development, science and technology within social and environmental contexts. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Social Studies & Culture in the Primary- Junior Divisions	Faculty of Education	EDPJ	3000	1.5	This course examines the concept of cross-curricular learning in Social Studies in the Primary and Junior divisions. Students will explore themes central to teaching and learning history, geography, social life, and culture. This course is only available to students in the Bachelor of Education (BEEd) degree program.	en	SDG 4 Quality Education		
Physical Education in the Primary-Junior Divisions	Faculty of Education	EDPJ	3100	1.5	Examines the design, delivery and fundamental principles of teaching health and physical education in the Primary/Junior divisions. Students will explore the development of physical and health literacy and the facilitation of authentic learning engagements through a comprehensive community/school health model. This course is only available to students in the Bachelor of Education (BEEd) degree program.	en	SDG 4 Quality Education		
Studies in Communities and Their Schools	Faculty of Education	EDPR	1000	3	This course examines education in communities and schools, differing perspectives on conflicts, values in education, and knowledge construction within formal and informal contexts. It includes a community-based practicum placement, online and in-class sessions. This course is only available to students in the Bachelor of Education (BEEd) degree program.	en	SDG 4 Quality Education		
Place and Learning	Faculty of Education	EDST	1200	3	Physical spaces invite certain types of engagements with the world while precluding others. This course explores the role of physical spaces in learning with specific reference to emotion, curiosity and relationality. Drawing on scholarship from a range of disciplines including geography, architecture, design, environmental studies and education, the course: a) reviews the history of thinking about the design of "instructional space" in schools, museums, galleries and other spaces intended to support learning; investigate the learning potential of other spaces, natural (wilderness, desert, etc.) and human-made (malls, street corners, etc.); b) considers the conditions that inhibit and inspire learning; and c) explores the implications for individual learning, public education, and civic engagement.	en	SDG 4 Quality Education	SDG 11 Sustainable Cities and Communities	
Issues in Indigenous Education	Faculty of Education	EDST	2200	3	This course explores wide-ranging issues in Indigenous education. It is grounded in Indigenous understandings and practices of education. It explores the ongoing impact of colonization, promotes decolonizing approaches by challenging deficit thinking and presents successful educational models with the possibility of practitioners integrating aspects of these methods into personal practice. Not available to students who have taken EDUC 2200.	en	SDG 4 Quality Education		
Multilingualism and multiculturalism in educational contexts	Faculty of Education	EDST	2450	3	This course explores cultural diversity and linguistic pluralism in super-diverse societies; examines social history and cultural identity against language policy, pedagogy, and social practice; and considers how education in multicultural societies can be redesigned for successful, cooperative learning outcomes.	en	SDG 4 Quality Education	SDG 16 Peace, Justice and Strong Institutions	SDG 11 Sustainable Cities and Communities

## York University 2022 Course Inventory - SDG 4

Non-Western Perspectives on Education and Learning	Faculty of Education	EDST	2700	3	<p>This course engages students in a comparative and international exploration of cultural traditions and beliefs, as well as their reflection on learning and educational practice. We will examine our own perceptions about learning, investigate other ways of learning and knowing and attempt to understand the implications of this diversity to our own beliefs and inclusive and cross-cultural practices as educators, social workers and community workers. Not available to students who have taken EDUC 2700.</p>	en	SDG 4 Quality Education		
Recreation and Education	Faculty of Education	EDST	3100	3	<p>This course explores the role of recreational activities, particularly sports in the schooling and educational lives interests, aspirations and achievements of youth in contemporary society. Consideration is given to the social, cultural and political benefits and costs associated with participation in recreational activities. The manner by which policies and programs make possible access and opportunities for participation in recreational activities in schools and community facilities is also discussed. Further topics include how engagement in recreational or extra-curricular activities supports school engagement and high educational attainment, contributes to good health, teaches discipline, builds confidence, facilitates cultural experiences, and/or exchanges, and enables cultural and social integration.</p>	en		SDG 4 Quality Education	
Policy and Public Educational Institutions	Faculty of Education	EDST	3400	3	<p>This course explores the interaction in education among political authorities, public agencies, and community groups. It examines the ways in which governments create educational policy and the influence that non-government organizations, such as cultural advocates, business and labour associations, parent groups, and social movements have in the world of schooling, college and universities. It studies the influence of those who lack direct authority over educational institutions but who may well influence the agendas and policy choices of governments, school boards, post-secondary educational decision-making bodies. Specifically, it looks at parent councils, lobby groups, teacher unions, business representatives, and Aboriginal associations. By way of illustration, it explores the topics of special education and the politics of race and schooling and it assesses the role of the media in shaping educational perspectives. Finally, it looks at policy-making in post-secondary education as well as the relationships between institutions (i.e. colleges, universities) and the communities in which they are located. The course should be of interest to those seeking to understand the process of educational change, the ways in which the educational community, writ large, contributes to such change, and the role of education in modern society. Course exclusion HUMA 3694 3.0</p>	en	SDG 4 Quality Education		SDG 16 Peace, Justice and Strong Institutions



## York University 2022 Course Inventory - SDG 4

Introduction to Educational Development	Faculty of Education	EDST	3500	3	<p>Educational development is an emerging and growing field in Post-Secondary Education in Canada and internationally. Educational developers support the enhancement of teaching in universities and colleges, in not-for-profit organizations and in industry. They may work within teaching support centres or Human Resource departments, or they may work alone in an organization. They often develop and deliver workshops and courses, collate and create resources, or provide one-on-one guidance to instructors. This course provides students with an introduction to the role and the key knowledge, skills and values needed to be a successful developer. Introduction to Educational Development equips students to:1. Define Educational Development in Canadian PSE2. Identify 'good practice' in PSE pedagogy.3. Articulate the role of the educational developer.4. Critique key issues in educational development, such as technology, working in the unionized environment, developer as facilitator, Scholarship of Teaching and Learning5. Identify goals for staff and educational development processes.</p>	en	<p style="text-align: center;"><b>SDG 4</b> Quality Education</p>		
Educating for Activism	Faculty of Education	EDST	4010	3	<p>This course engages students in possibilities of social activism and change across multiple educational sites. The course will draw on histories of social movements and their educational significance. Students will study theories of oppression, social justice and actor networks to support their experience and interest in working for change in communities and public sites of education. Focus will be given to the role of pedagogy in compelling and supporting social change in agents and communities. To discuss the complex dynamics of activism, students will analyze a range of representations depicting social movements including those found in films, narratives and empirical accounts.</p>	en	<p style="text-align: center;"><b>SDG 4</b> Quality Education</p>	<p style="text-align: center;"><b>SDG 16</b> Peace, Justice and Strong Institutions</p>	

## York University 2022 Course Inventory - SDG 4

The Nature and Responsibility of Professional Practice	Faculty of Education	EDST	4040	3	<p>This course offers students an opportunity to consider the nature and responsibilities of professional practice. An introductory review of the central theoretical trends and debates within the field will be offered identifying competing theories and approaches. The relationship between professional knowledge and professional responsibility will be critically analyzed from a range of sociological theoretical perspectives that explain and critique the power and behavior of professions in society. The interaction between knowledge production, academic intellectual inquiry, professionalization and professional practice will be examined. A critical sociological understanding of the processes of professional education and the ways theoretical approaches understand the relations among professional responsibility, professional culture and the workings of and relationship between professions and society will be explored. Issues of diversity and equity facing professions will be raised and analyzed in terms of power relations within and between professions and society. Students will be invited to envision alternative models of professional responsibility.</p>	en	<b>SDG 4</b> <b>Quality Education</b>			
Creating Curriculum	Faculty of Education	EDST	4200	3	<p>The nature of curriculum and how to develop it in relation to the unique demands of specific contexts are the central concerns of this course. Working with theories in the field of curriculum studies, this course considers the nature of educational experience both broadly and in a range of contexts, including NGOs, the private sector, the cultural sector, and the health sector. Creating curriculum is here understood as the development of a set of experiences and object relations that frame both formal and informal pedagogical experiences outside of school settings, addressing how such frameworks shape the relations between people, practices, objects of inquiry, and knowledge. Areas of study include public pedagogy, museum education, community-based education, embodiment and learning, experiential education, arts-based education, and adult education.</p>	en		<b>SDG 4</b> <b>Quality Education</b>		
Ethics and Educating in Community and Work Contexts	Faculty of Education	EDST	4500	3	<p>This course provides students with an overview of the evolving field of moral educational leadership and introduces them to multiple ethical frames for interpreting case studies from community and professional settings. In reviewing, assessing and discussing real world examples, the relationship between the stance of educators who do not teach in schools and the local demands of their work is examined. Key questions include the following: how do we recognize a social good in teaching and learning? How do we distinguish the duties of educators and students? How does an educator weigh competing obligations? What is responsibility, and does it constrain or enable practice? What is a moral educator. Course exclusion HUMA 3695 6.0</p>	en			<b>SDG 4</b> <b>Quality Education</b>	

## York University 2022 Course Inventory - SDG 4

Teaching & Supporting Teaching Online	Faculty of Education	EDST	3510	3	Teaching and Supporting Teaching Online explores the importance of centering pedagogical perspectives in online course planning, with close attention to different aspects of teaching and learning online. It also considers roles and responsibilities of different members of the online learning community and identifies important considerations in the facilitation of active online learning. Students will explore good practice in online teaching, the fundamentals in online course development, and practice the skills required to advise others in online courses design and implementation. Upon the completion of the course students will be able to:1. Apply fundamentals of online course development, making connection between theory and practice2. Effectively articulate how online technologies can enhance course design.3. Recognize the importance of creating learning environments that support and guide active learning4. Identify effective online teaching practices and their relationship to the use of different LMS tools for asynchronous/synchronous communication5. Engage in continuous professional development in the context of ever-changing technological landscape. In addressing these learning outcomes, the course contributes to the achievement of all the DLEs for the BA Educational Studies.	en
Educating for a Sustainable Future: A Multidisciplinary Approach	Faculty of Education	EDST	3700	3	This course provides an introduction to the theory and practice of education for sustainability in schools and community-based places of learning. It takes an interdisciplinary approach to exploring the relation between education and social, economic and environmental issues. Not available to students who have taken EDUC 3700.	en
Early and Family Literacy	Faculty of Education	EDST	3760	3	This course will examine young children's literacy development both before and during the first years of schooling. The role of families in this development will also be examined. Issues related to diversity will be incorporated. Not available to students who have taken EDUC 3760.	en

<b>SDG 4</b> <b>Quality Education</b>		
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## York University 2022 Course Inventory - SDG 4

<p>Rethinking Schooling: A "Re-Introduction" to Education</p>	<p>Faculty of Education</p>	<p>EDUC</p>	<p>1000</p>	<p>3</p>	<p>This course requires students to explore educational narratives (popular, personal, and scholarly) and begin to consider their answers to a selection of key guiding questions: -What are the purposes of education? - How is education conventional and reproductive? -How is education transformative and disruptive? -How does schooling shape the lives of children and adolescents? -How do teachers think about their work? - When it comes to schooling, what needs rethinking? -What might educators learn from students, in order to rethink schooling wisely? As students rethink and reflect upon their own experiences with education and learning and consider other educational narratives, they will begin to complicate their understandings of the purposes of education and the relationships among society, culture, and schooling. They will develop a more critical understanding of the dynamics of gender, race, ethnicity, class, sexuality, culture, ability/disability and structures of privilege in knowing and learning. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	<p>en</p>
<p>Teaching English Language Learners in Mainstream Classrooms</p>	<p>Faculty of Education</p>	<p>EDUC</p>	<p>3820</p>	<p>3</p>	<p>This course addresses the needs of learners from language backgrounds other than English. It covers theoretical and practical aspects of the English language and second language learning and explores ways in which teachers can support such learners in the mainstream classroom. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	<p>en</p>
<p>Issues in Indigenous Education</p>	<p>Faculty of Education</p>	<p>EDUC</p>	<p>2200</p>	<p>3</p>	<p>Explores wide-ranging issues in Indigenous education. It is grounded in Indigenous understandings and practices of education. It explores the ongoing impact of colonization, promotes decolonizing approaches by challenging deficit thinking and presents successful educational models with the possibility of practitioners integrating aspects of these methods into personal practice. Not available to students who have taken ED/EDST 2200 3.00. This course is only available to students in the Bachelor of Education (BEd) program.</p>	<p>en</p>
<p>Pedagogy of the Land: Indigenous Understandings of the Land as First Teacher</p>	<p>Faculty of Education</p>	<p>EDUC</p>	<p>2300</p>	<p>3</p>	<p>Explores Indigenous understandings of the land as the first teacher. Participants experience and analyze the significance of the specific spaces where teaching and learning take place. Indigenous epistemologies, storytelling and decolonizing methodologies guide and inform the work. This course is only available to students in the Bachelor of Education (BEd) program.</p>	<p>en</p>

<p><b>SDG 4 Quality Education</b></p>	<p><b>SDG 5 Gender Equality</b></p>	
<p><b>SDG 4 Quality Education</b></p>		
<p><b>SDG 4 Quality Education</b></p>		
<p><b>SDG 4 Quality Education</b></p>		

## York University 2022 Course Inventory - SDG 4

Thinking Mathematically	Faculty of Education	EDUC	2591	3	<p>This course provides opportunities for students to achieve success in thinking mathematically, reflect on the learning and practice of mathematics, and develop a positive attitude towards mathematics. This will be done by engaging in investigation, discussion, exploration and reflection of mathematical concepts and their relationship to one another from the elementary and middle school level, through problem posing and problem solving. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<p style="text-align: center;"><b>SDG 4</b> <b>Quality Education</b></p>		
Hands-on Mathematics to Support Interdisciplinary Learning	Faculty of Education	EDUC	2594	3	<p>Mathematics learning at the K-8 level is best supported with multiple representations and hands-on activities. This course will offer opportunities for future PJ and JI teachers to explore these key mathematical processes, identified in the Ontario curriculum, through investigations, reflections, and selective readings from the literature. Many pre-service teachers have not themselves experienced learning and doing mathematics with these broader, more connected and inclusive approaches. They lack the confidence and the background resources to support these mathematical processes and approaches with their students. Reworking sample mathematics with these supports, including manipulatives (as described in the Ontario Curriculum) and appropriate technology (dynamic geometry, as identified in the Ontario Curriculum) provides opportunities for future teachers to develop their mathematical repertoire and confidence, as well as their capacity to offer active engagement with multiple approaches that can support the diversity of student thinking found in problem solving situations. The activities selected, and the associated group projects, will also cross-curricular boundaries and cultural boundaries to connect mathematics and spatial reasoning to real world experiences. These activities and reflections will also connect to learning objectives and concepts from science, social sciences such as geography, and visual arts, supporting a broad range of connected student learning in the STEM and STEAM disciplines, and beyond. A key component will be building and exploring embodied approaches, including spatial reasoning, kinesthetic and spatial-visual representations to support learning and thinking for children and in the elementary classrooms. These approaches are also central in the practices of mathematics, the sciences and many of the arts, at all levels and across most cultures. They will support a lifetime of student and teacher learning. Only open to students in BEd.</p>	en		<p style="text-align: center;"><b>SDG 4</b> <b>Quality Education</b></p>	

## York University 2022 Course Inventory - SDG 4

Urban Education	Faculty of Education	EDUC	3300	3	<p>This course focuses on the theory and practice of schooling in urban settings characterized by diversity related to socio-economic status, ethnicity, race, culture and citizenship. It examines historical and socio-political contexts of education and explores their impact on conceptions of learning, curriculum and pedagogy with specific application for working in urban school environments. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education	SDG 11 Sustainable Cities and Communities	
Teaching for Understanding in the Mathematics Classroom	Faculty of Education	EDUC	3592	3	<p>This course focuses on exploring research into, and theoretical perspectives on, mathematical understanding with a particular emphasis on relevancy to topics in the Ontario curriculum. Students will consider how research can inform their pedagogical practice in the teaching of mathematics. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Literacy and Culture	Faculty of Education	EDUC	3600	3	<p>This course invites students to investigate a variety of factors that influence literacy development including issues of language learning and culture and the development of cultural capital. Students analyze research on selected practices in literacy development and second language literacy development. Issues of language diversity and cultural diversity among learners are also contemplated. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
The Psychoanalysis of Teaching and Learning: Studies in the teacher's emotional world	Faculty of Education	EDUC	3650	3	<p>This course analyzes the emotional world of the teacher's learning and considers aspects of the psychology of teaching. It overviews psychoanalytic theory and provides a vocabulary for understanding self and other, all with a focus on interpreting emotional life in education. This course is only open to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Educating for a Sustainable Future: A Multidisciplinary Approach	Faculty of Education	EDUC	3700	3	<p>The course provides students with theoretical background knowledge and practical pedagogical experiences related both to the concept of sustainability and to the practice of education for sustainable development (ESD). The course builds on each student's knowledge of his/her/their discipline (e.g., Science, History, and Geography) and shows how such knowledge can contribute to an interdisciplinary approach to education for sustainability. The course employs an experiential learning model grounded in ethical, critical, curricular and pedagogical strategies to address key social, economic and environmental issues related to the concept of sustainability. Emphasizing structural determinates students work together to think about and develop ways to infuse social, economic and environmental issues in ESD into classroom practice, school cultures and community leadership. This course is only available to students in the Bachelor of Education (BEd) program.</p>	en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Global Issues and Education	Faculty of Education	EDUC	3710	3	This course provides analyses of the process of globalization and its impact on life in Canada and abroad including its impact on education. Students explore how global issues can be incorporated into curriculum, teaching and learning. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Education and International Development	Faculty of Education	EDUC	3711	3	“Education changes the world” and is the slogan of the World University Service of Canada (WUSC). This course asks how education has contributed to, and sometimes been implicated in, social, political, economic, and environmental change in the context of what is commonly known as “international development.” The course will consider notions of quality education at the primary and secondary school levels and explore the place of technical and vocational education and training (TVAT) and higher education in development. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Studies in Popular Culture	Faculty of Education	EDUC	3900	3	This course considers recent debates on the uses of various forms of popular culture in educational research and pedagogical practice. The course will draw upon mainstream and independent films, contemporary fiction, graphic novels and comics, and popular forms of music, as well as research in cultural studies. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching Religious Education & Catholic Schools	Faculty of Education	EDUC	3000	0	Using a combination of theology and experiential learning, this non-credit course prepares students to teach Religious Education in Catholic schools. Students reflect on topics such as: the mission of Catholic schools; the relation of sacred scriptures and liturgical life to the contemporary Church and communities; faith, ethics and morality in schools and the community; social justice in religious education; pedagogical practices for religious education; school ministry; and faith as it relates to teaching and learning at all levels. Students will gain an understanding of the conceptual framework in Ontario Catholic education. Participation in, and reflection on educational methods and curriculum in Catholic education are examined and practiced. This course is only available to students in the Bachelor of Education (BEd) degree program in the Catholic Education cohort.	en	<b>SDG 4 Quality Education</b>		
Qualitative Research Methods in Education	Faculty of Graduate Studies	EDUC	5200	3	Introduces the concepts, history and methodologies of qualitative research and their significance for the study of education. The major emphasis is on strategies for data gathering and data reduction (including naturalistic observation, participant observation, open-ended interviewing and category generation.)	en	<b>SDG 4 Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Changing Currents in Post-Secondary Education	Faculty of Graduate Studies	EDUC	5412	3	Examines key themes in the world of postsecondary education. It explores the development of colleges, universities and adult education, and includes the study of post-secondary education in Canada, the United States, and other international venues.	en	<b>SDG 4 Quality Education</b>		
Internationalization of Higher Education: Semantics, Polemics and Politics of Policy-Making	Faculty of Graduate Studies	EDUC	5417	3	Internationalization is one of the major policy areas influencing higher education in most countries. It is a complex phenomenon with its –ëpractice–i varying considerably by institution and jurisdiction. This course explores conceptual frameworks for internationalization, delve into the multiple pressures driving its agenda, consider its implications for teaching and learning, and review the Canadian experience from a comparative frame.	en	<b>SDG 4 Quality Education</b>	<b>SDG 16 Peace, Justice and Strong Institutions</b>	
Sexualities and Education	Faculty of Graduate Studies	EDUC	5425	3	This course considers contemporary debates in the study of sexualities. Drawing upon research and literature in the humanities, social sciences and arts, theories of sexuality are placed in conversation with issues in education. Topics to be covered may include: childhood and adolescent sexualities, teacher's sexualities, controversies in sex education, representations of AIDS, lesbian, gay, bisexual and transgendered issues and identities in education, and representations of sexuality across the curriculum.	en	<b>SDG 4 Quality Education</b>	<b>SDG 5 Gender Equality</b>	
Adult and Community Education	Faculty of Graduate Studies	EDUC	5449	3	This course prioritizes the experiences of immigrant populations by examining the realities of adult and community education in a demographically diverse, contemporary Canadian context. Areas of investigation include the specifics of programming, policy and pedagogy for newcomer adult learners in basic and professional education, language instruction, literacy acquisition, and skills training.	en	<b>SDG 4 Quality Education</b>		
Comparative Perspectives on Global Migration and Education	Faculty of Graduate Studies	EDUC	5463	3	This course employs comparative and international perspectives to examine global migration and education. The course examines comparative education theory, causes of global migration, and pertinent issue areas including social inclusion and exclusion, gender, language, religion, international organizations, and globalization	en	<b>SDG 4 Quality Education</b>		



## York University 2022 Course Inventory - SDG 4

Gender, Equity, New Technologies and Education	Faculty of Graduate Studies	EDUC	5862	3	<p>This interdisciplinary course examines contemporary cultural conceptions and practices of gender identities in relation to patterns of competency and use of new technologies, both inside and outside of schools. It explores contemporary research, theory and online environments in relation to questions about identities, equity and digital media. The under-representation of women in technological fields has been carefully documented by researchers for over two decades, and while many have attempted to suggest ways and means for remedying this inequality, little has changed. In this course, we will interrogate the persistence of gender issues in technology and education, focussing on the ways in which technologies, social and institutional structures inside and outside the school are mutually constructed. More particularly, we will explore issues related to gender, embodiment, representation, new technologies and education, including current topics such as avatar development, critiques of technology, social practices and technological tools, and technology and the body.</p>	en	SDG 4 Quality Education	SDG 5 Gender Equality	
Practicum Seminar	Faculty of Graduate Studies	EDUC	5915	3	<p>The Practicum Seminar uses the university teaching experiences of graduate students to develop focused offerings on topics that link that teaching to issues in Language, Culture and Teaching within higher education settings. These Practicum Seminars are subject to the availability of faculty members and the approval of the Graduate Executive Committee.</p>	en	SDG 4 Quality Education		
Discursive Psychology and the Study of Language in Education	Faculty of Graduate Studies	EDUC	5075	3	<p>Introduces students to the contemporary field of Discursive Psychology (DP). It first elaborates DP's conceptual sources in ethnomethodology, conversation analysis, language philosophy, pragmatics, sociocultural theory and social studies of science. It then explores DP's implications for applied research in education, specifically its uses in studying talk-in-interaction in educational settings such as classrooms, public lectures, workshops and self-study exercises.</p>	en	SDG 4 Quality Education		
Policy Issues in Postsecondary Education	Faculty of Graduate Studies	EDUC	5409	3	<p>This course reviews Canadian postsecondary education policy issues with a focus on Ontario. The course tracks major policy developments that have shaped postsecondary education in Canada and Ontario and identifies contemporary policy priorities in PSE. The course also considers the nature of policy-making in postsecondary education, and the roles and responsibilities of the federal and provincial governments, identifying the unique structural and environmental factors that influence Canadian policy-making.</p>	en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Teaching and Learning in PSE, a study of traditional and emerging pedagogies including lectures, online learning, adult learning and student centred teaching	Faculty of Graduate Studies	EDUC	5414	3	Examines traditional and emerging approaches to teaching and learning in postsecondary education. It explores the development of teaching methodologies in colleges and universities in Canada and other international venues. In particular students are encouraged to critically evaluate traditional methods and explore one or more selected methodology in the form of a review, group presentation and reflective paper.	en	SDG 4 Quality Education		
					Urban communities are typically spatial centres to which individuals migrate and immigrate. With this comes increased population density, economic disparities and increased cultural, ethnic, racial and religious diversity. Public institutions, and schools in particular, are charged with the responsibility of addressing the resultant challenges. Using Toronto as an example, the course begins by examining the question: What characterizes urban schools We then go on to examine the historical, social, economic and political issues in the city and investigate how the demographic changes in particular have affected the education system. What changes have occurred in the teaching, professional and administrative staff of the schools in terms of representation What curricula, programmatic and pedagogical changes have occurred? What are the challenges and tensions that the schools face as they attempt to accommodate diverse cultures? Schools in Toronto will be investigated and used as case studies. Through urban theory, field visits and individual assignments we will investigate the extent to which schools' curricula, program and staff representatives are responsive to the needs of today's students. Special attention will be paid to the roles of educators, students and parents in helping address educational, cultural and social issues. The goal of this course, therefore, is to enable students to develop working (tentative and transitional) conceptualizations around the following essential question: how are power, knowledge, identity and cultural representation organized within the space of urban educational encounters?		SDG 4 Quality Education	SDG 11 Sustainable Cities and Communities	SDG 16 Peace, Justice and Strong Institutions
Education in Urban Contexts	Faculty of Graduate Studies	EDUC	5440	3	The role of schooling in the reproduction of social inequality and the possibility of developing teaching materials and strategies that support the project of social transformation. Topics include critical theory and educational practice; hegemony and the hidden curriculum; teacher/student resistance and accommodation.	en	SDG 4 Quality Education	SDG 1 No Poverty	
Critical Pedagogy	Faculty of Graduate Studies	EDUC	5800	3	Critically examines social and pedagogical issues arising from the use of digital technology in K-12 schools, higher education, and professional learning. It is conducted through a combination of face-to-face meetings and online computer conferencing.	en	SDG 4 Quality Education		
Issues in Digital Technology in Education	Faculty of Graduate Studies	EDUC	5860	3		en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Professional Skills and Development in Education	Faculty of Graduate Studies	EDUC	5895	3	<p>Provides opportunities for professional and skills development. With a significant experiential component, this course prepares students: to be astute readers of educational research; to participate in public conversations about education-related issues both inside and outside formal educational settings; to articulate the specific skills they are acquiring through their graduate degree; and, to investigate the range of contexts where educational research can contribute to the public good.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		
Theory and Research in Language, Culture and Teaching	Faculty of Graduate Studies	EDUC	5120	6	<p>The themes of language, culture and teaching are central to the Graduate Program in Education at York University. The centrality of these themes is articulated in both the PhD proposal as well as the OCGS report for the Masters program. This Masters level course explores the central themes of the program in relation to: (a) social historical and cultural contexts of education, (b) contemporary practices of pedagogy, learning and curriculum, and (c) research methodologies. This course has several unique features. First of all, this course offers students the opportunity to consider questions of language, culture and teaching in a sustained manner across a year of study. It is the only full-course offering in the Masters program in Education. Secondly, the course is offered during the day as an implicit means of creating a central site of intellectual engagement for full time students. In other words, the course operates to create an academic community among full time students. Thirdly, typically, the course is staffed by two faculty members of differing backgrounds (e.g., a sociologist and a literacy educator). this staffing permits students to see the way in which different approaches to questions of language, culture and teaching can lead to complementary or contradictory insights in to this area of study.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Computer Science      Lassonde  
 Internship Work Term      School of  
    Engineering

EECS

3900

0

This experiential education course reflects the work term component of the Technology Internship Program (TIP). Qualified Honours students gain relevant work experience as an integrated complement to their academic studies, reflected in the requirements of a learning agreement and work term report. Students are required to register in this course for each four month work term, with the maximum number of work term courses being four (i.e. 16 months). Students in this course receive assistance from the Career Centre prior to and during their internship, and are also assigned a Faculty Supervisor/Committee. Prerequisites: Enrolment is by permission only. Criteria for permission include: 1. that students have successfully completed at least nine EECS or CSE credits at the 3000-level including LE/EECS 3311 3.00 or LE/CSE 3311 3.00 or SC/CSE 3311 3.00, with a GPA of at least 6.0 in all mathematics and computer science courses completed; 2. that students are enrolled full-time in the Honours program prior to beginning their internship and have attended the mandatory preparatory sessions as outlined by the Career Centre; 3. that students have not been absent for more than two consecutive years as a full-time student from their Honours degree studies; 4. that upon enrolling in this course students have a minimum of 9 credits remaining toward their Honours degree and need to return as a full-time student for at least one academic term to complete their degree after completion of their final work term. Registration in LE/EECS 3900 0.00 (formerly LE/CSE 3900 0.00, SC/CSE 3900 0.00) provides a record on the transcript for each work term.

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<b>SDG 4</b> <b>Quality Education</b>		
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## York University 2022 Course Inventory - SDG 4

Computer Security Internship Work Term	Lassonde School of Engineering	EECS	3980	0	<p>This experiential education course reflects the work term component of the Technology Internship Program (TIP). Qualified Honours students gain relevant work experience as an integrated complement to their academic studies, reflected in the requirements of a learning agreement and work term report. Students are required to register in this course for each four month work term, with the maximum number of work term courses being four (i.e. 16 months). Students in this course receive assistance from the Career Centre prior to and during their internship, and are also assigned a Faculty Supervisor/Committee. Prerequisites: Enrolment is by permission only. Criteria for permission include: 1. that students have successfully completed at least nine EECS or CSE credits at the 3000-level including LE/EECS 3482 3.00 or LE/CSE 3482 3.00 or SC/CSE 3482 3.00, with a GPA of at least 6.00 in all mathematics and computer science courses completed; 2. that students are enrolled full-time in the Honours program prior to beginning their internship and have attended the mandatory preparatory sessions as outlined by the Career Centre; 3. that students have not been absent for more than two consecutive years as a full-time student from their Honours degree studies; 4. that upon enrolling in this course students have a minimum of nine credits remaining toward their Honours degree and need to return as a full-time student for at least one academic term to complete their degree after completion of their final work term. Registration in LE/EECS 3980 0.00 (formerly LE/CSE 3980 0.00, SC/CSE 3980 0.00) provides a record on the transcript for each work term.</p> <p>Provides an opportunity for sustained research under the direction of a member of the department on topics not covered in the English curriculum. The research may take the form of either a thesis or a work placement. Open only to Honours English students who have passed at least 84 credits, with the permission of the director of undergraduate studies in English. Note: Please consult the Faculty of Liberal Arts and Professional Studies' Academic Advising and Student Responsibility section of the calendar for regulations on independent reading courses and work placement.Registration: It is regarded as tentative until a thesis proposal or work placement proposal is submitted and approved in September. Students should have in mind an alternative course in case their September essay proposal should not be approved.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		
Honours Thesis/Work Placement	Faculty of Liberal Arts & Professional Studies	EN	4099	6	<p>This course begins to prepare students to be qualified teachers of English in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching English in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		
Teaching English in the Intermediate-Senior Divisions - A	Faculty of Education	EN	4000	3	<p>This course begins to prepare students to be qualified teachers of English in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching English in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Teaching English in the Intermediate-Senior Divisions - B	Faculty of Education	EN	4001	3	This course continues to prepare students to be qualified teachers of English in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching English areas in order to further develop students' expertise for teaching this subject. ED/EN 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Renaissance Engineer 1: Ethics, Communication & Problem Solving	Lassonde School of Engineering	ENG	1101	4	Who is an engineer and what are their roles as creators of technology in an evolving world? This course explores ethical frameworks; equity, diversity & inclusion (EDI); academic integrity; communications strategies for technical subjects in oral and written forms; creative problem solving especially when dealing with ambiguity, uncertainties, and open-ended problems in a technical context; problem definition strategies. Students participate in experiential education activities and learn to reflect on their experiences.	en	<b>SDG 4 Quality Education</b>		
Academic Foundations: Digital Media Literacy in English	Glendon College	ENSL	2700	6	This course helps English language learners hone their academic language and digital media literacy skills. Students progressively develop confidence to use academic English and thrive in English-medium disciplinary subjects.	en	<b>SDG 4 Quality Education</b>		
Teaching Environmental Science in the Intermediate-Senior Divisions - A	Faculty of Education	ENVS	4000	3	This course begins to prepare students to be qualified teachers of Environmental Studies in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Environmental Studies in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching Environmental Science in the Intermediate-Senior Divisions - B	Faculty of Education	ENVS	4001	3	This course continues to prepare students to be qualified teachers of Environmental Studies in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Environmental Studies areas in order to further develop students' expertise for teaching this subject. ED/ENVS 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Qualitative Methods in Environmental Studies	Faculty of Environmental & Urban Change	ENVS	3010	3	After comparing qualitative and quantitative research methods and their respective philosophical foundations and assessing their compatibility, students will examine various survey of qualitative research which will include conventional methods such as participant observation field research; participatory action research; arts-based research; Indigenous, feminist and anti-oppressive methods. Prerequisite: Third-year or fourth-year standing or by permission of the instructor.	en	<b>SDG 4 Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Field Placement Course	Faculty of Environmental & Urban Change	ENVS	4001	3	<p>The Environmental Studies placement course is an experiential education program designed to provide EUC students with the opportunity to apply their classroom learning in a workplace environment. Through these placement opportunities, students will gain confidence in field-related knowledge, general employability skills, and valuable work experience. Students must fulfill pre-course requirements in order to enroll in the course. Enrolment will be by permission of the Course Director and students will be graded on a pass/fail. The course is required for completion of the Community Arts Practice Certificate (CAP)</p> <p>Prerequisites: Third-year Honours students (6.00 CGAP or better ) and students in the Bachelors program (4.50 CGPA ENST or CAP declared student with</p> <p>Students explore the key notions of popular education related to knowledge and power, and various forms of anti-oppression practice addressing racism, sexism, classism, homophobia, ableism, and human/non-human domination in the context of organizations and movements for social and environmental justice in a globalizing and diasporic context. Prerequisite: Third-year or fourth- year standing or by permission of the instructor.</p>	en	SDG 4 Quality Education		
Popular Education for Environmental and Social Justice	Faculty of Environmental & Urban Change	ENVS	2125	3	<p>The seminar provides a space to explore opportunities and challenges that arise when working on art and media productions with community organizations, or when exploring approaches to arts for education and advocacy around environmental and social issues. Students in the Cultural and Artistic Practices certificate program (CAP) reflect on key ethical, pedagogical, and creative issues that emerge during their practicum while non-CAP students reflect on other community arts projects. Prerequisite: EU/ENVS 2122 3.00 or by permission of the instructor. Prior to Fall 2020: ES/ENVS 2122 3.00 or by permission of the instructor.</p>	en	SDG 4 Quality Education	SDG 16 Peace, Justice and Strong Institutions	
Arts in Action: Pedagogy, Ethics and Praxis	Faculty of Environmental & Urban Change	ENVS	4122	3	<p>This course aims to help students from an ESL background to improve writing and reading skills necessary for academic success in undergraduate degree programs. The interdisciplinary course draws on a range of topics and texts to help students understand and communicate academic content and ideas. Emphasis is placed on strengthening language and critical thinking skills in reading and writing that promote student engagement with a range of texts relevant to academic studies. Prerequisites: AP/ESL 1000 6.00 or AP/ESL 1450 6.00. AP/ESL1450 can also be a corequisite. Open to: Undergraduate students from an ESL background Not open to: Undergraduate students who speak English with native proficiency.</p>	en	SDG 4 Quality Education		
Advancing Reading and Writing in Academic Contexts	Faculty of Liberal Arts & Professional Studies	ESL	1010	3		en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Society and Culture	Faculty of Liberal Arts & Professional Studies	ESL	1200	6	This course provides an introduction to topics in the social sciences for students from an ESL background. The content focusses on social issues and the diversity of human experience while addressing the development of English language communication skills essential for academic success. The approach is interdisciplinary and aims to foster critical thought, broaden perspectives and develop understanding of rhetorical patterns and styles." . Note: This is an approved LA&PS General Education course - SOSC Open to: Undergraduate students from ESL backgrounds Not open to: Undergraduate students who speak English with native proficiency Examines issues critical to Canadian society and culture through texts representing a range of voices and genres - from text to film, official to creative, rooted in Canada to immigrant. Key themes include those of arrival, belonging and the idea of nation. The course also aims to enhance English language and critical thinking skills necessary for academic success in university study. Note: This course comprises the English as a second language requirement for students with an ESL background. Course credit exclusions: AP/HUMA 1220 9.00, AP/ESL 1000 9.00 (prior to Fall 2016).	en	<b>SDG 4 Quality Education</b>		
Thinking about Contemporary Canada	Faculty of Liberal Arts & Professional Studies	ESL	1450	6	This course begins to prepare students to be qualified teachers of family studies in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching family studies in the intermediate and senior grades.Only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching Family Studies in the Intermediate-Senior Divisions - A	Faculty of Education	FAST	4000	3	This course continues to prepare students to be qualified teachers of Family Studies in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching family studies areas in order to further develop students' expertise for teaching this subject. ED/FAST 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching Family Studies in the Intermediate-Senior Divisions - B	Faculty of Education	FAST	4001	3	This course is intended as an in depth study of major theoretical schools and debates within contemporary film theory. The course is divided into three key units, each of which will focus on the historical development, methodological principles and philosophic underpinning of a specific school. This is a required course for all Critical and Historical Studies students.	en	<b>SDG 4 Quality Education</b>		
Contemporary Cinema and Media Theory	Faculty of Graduate Studies	FILM	6230	3		en	<b>SDG 4 Quality Education</b>		



## York University 2022 Course Inventory - SDG 4

Teaching First Nations, Métis & Inuit Studies in the Intermediate Division	Faculty of Education	FNMI	3000	3	This methods course is designed to prepare teachers in the Intermediate level to teach First Nations, Métis and Inuit Studies as their teaching subject. Students will be prepared provide their students with a broad range of knowledge that will help them to better understand issues relating to First Nations, Métis and Indigenous (FNMI) people at the regional, national and local levels. They will be prepared to design course content that can be used in specific First Nations, Métis and Inuit Studies courses or in a cross-curricular format. They will consider the participation and learning needs of students in their programs whose first language is not English, of students who need special learning accommodations, and of those who may-or may not-be of FNMI backgrounds, as well as those who may be from indigenous cultures outside Canada. The course will help them prepare to deliver the First Nations, Métis and Inuit Studies curriculum in all aspects, from meeting curriculum expectations, designing an engaging course, providing meaningful feedback and assessment/evaluation. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching First Nations, Métis & Inuit Studies in the Intermediate Senior Division - Part A	Faculty of Education	FNMI	4000	3	This course begins to prepare students to be qualified teachers of Native Studies in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Native Studies in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching First Nations, Métis & Inuit Studies in the Intermediate/Senior Division - Part B	Faculty of Education	FNMI	4001	3	This course continues to prepare students to be qualified teachers of Native Studies in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Native Studies areas in order to further develop students' expertise for teaching this subject. ED/NVST 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Introduction à la linguistique appliquée	Glendon College	FRAN	3602	3	Ce cours examine les apports de la linguistique appliquée qui est au confluent des recherches en acquisition des langues, psychologie du langage, sociolinguistique et pragmatique de la communication, et de nombreux champs d'application dont les études sur le bilinguisme et le multilinguisme, l'enseignement des langues, les pratiques langagières, les pathologies du langage, etc. Condition préalable : GL/FRAN 2600 6.00 ou GL/LIN 2600 6.00. Remarque : une note minimale de C en GL/FRAN 2600 6.00 (ou équivalent) est requise pour tout étudiant se spécialisant en études françaises.	fr	<b>SDG 4 Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Initiation à la méthodologie littéraire	Glendon College	FRAN	2335	6	<p>Ce cours de méthodologie a pour objectif de familiariser les étudiants avec les techniques et la terminologie de la critique littéraire appliquée aux trois genres: roman, théâtre et poésie. Les étudiants seront initiés aux différentes démarches de la dissertation littéraire (recherche, bibliographie, références et plan) et à l'analyse littéraire proprement dite. Des approches diverses seront appliquées - l'analyse d'éléments littéraires tels que le personnage, l'organisation spatiale et temporelle, l'énonciation, l'intertexte, le style. Condition préalable : Justifier d'un minimum de C en GL/FRLS 1240 3.00 (ou GL/FRLS 1530 3.00) ou en GL/FRAN 1745 3.00 ou permission du département. Cours incompatible : AP/FR 2200 6.00. Remarque : Tout étudiant se spécialisant en études françaises devra justifier d'un minimum de C dans le GL/FRAN 2335 6.00 avant de pouvoir s'inscrire dans n'importe quel autre cours de littérature pour lequel GL/FRAN 2335 6.00 est un préalable.</p>	fr	SDG 4 Quality Education		
Teaching French in the Intermediate Division	Faculty of Education	FREN	3000	3	<p>This course begins to prepare students to be qualified teachers of French as a Second Language in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching French as a Second Language in the intermediate grades. Only available to students in the Bachelor of Education (BEd) program.</p>	en	SDG 4 Quality Education		
Teaching French as a Second Language in the Intermediate-Senior Divisions - A	Faculty of Education	FREN	4000	3	<p>This course begins to prepare students to be qualified teachers of French as a Second Language in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching French as a Second Language in the intermediate and senior grades. Only available to students in the Bachelor of Education (BEd) program.</p>	en	SDG 4 Quality Education		
Teaching French as a Second Language in the Intermediate-Senior Divisions - B	Faculty of Education	FREN	4001	3	<p>This course begins to prepare students to be qualified teachers of French as a Second Language in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching French as a Second Language in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Découverte du français / Discovering French	Glendon College	FSL	1001	3	<p>This course introduces French to students with no prior formal or informal training in the language. It allows students to acquire the basics of French necessary to interact in an officially bilingual and socially plurilingual setting. Ce cours propose une introduction à l'apprentissage du français pour les étudiants n'ayant aucune expérience d'apprentissage formelle ou informelle du français. Il permet aux étudiants d'acquies les bases pour interagir en français dans un contexte de bilinguisme institutionnel et de plurilinguisme social. Cours incompatible : GL/FSL 1000 6.00.</p>	fr	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Teaching Geography in the Intermediate Division	Faculty of Education	GEOG	3000	3	This course begins to prepare students to be qualified teachers of Geography in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Geography in the intermediate grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Teaching Geography in the Intermediate-Senior Divisions - A	Faculty of Education	GEOG	4000	3	This course begins to prepare students to be qualified teachers of Geography in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Geography in the Intermediate and Senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Teaching Geography in the Intermediate-Senior Divisions - B	Faculty of Education	GEOG	4001	3	The course focuses on curriculum and instruction for Geography subjects in grades 7-12. This course gives students the opportunity to further develop their skills and knowledge on the philosophy and conceptual framework underlying Geography teaching and learning. Students will examine the Geography curriculum and apply the principles of design and the framework for research. Students will also examine various acts and regulations that underpin issues in the classroom. GEOG 4000 (Part A) is a pre-requisite for this course. Students will have opportunities to further develop their skills and knowledge in: * Understanding the nature of the subject matter and its delivery; * Understanding the theoretical frameworks and research that inform the teaching, learning, assessment and evaluation of the subjects that comprise Geography at various stages of educational development in grades 7-12; * Critically analyzing the curriculum policy documents, learning activities, and materials pertaining to Geography curriculum; * Developing planning and instructional processes for creating active learning environments and fostering successful learner development; * Investigating how learners, including students with special needs, construct knowledge of Geography 7-12 in different types of program streams and contexts. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Introduction to Canadian LLM Studies	Faculty of Graduate Studies	GNRL	6514	0	This is an intensive introductory course for internationally trained law graduates who have been trained at a law school where the teaching methods, academic standards, and expectations may differ from those at common law Canadian law schools. The course provides students with an overview of the Canadian legal system and training in fundamental law school study skills, including note-taking, common law legal reasoning, legal memo writing, exam writing and legal essay writing skills. The purpose of the course is to familiarize students with the standards and expectations in their LLM studies.	en	SDG 4 Quality Education	SDG 16 Peace, Justice and Strong Institutions	

## York University 2022 Course Inventory - SDG 4

Teaching History in the Intermediate Classroom	Faculty of Education	HIST	3000	3	This course begins to prepare students to be qualified teachers of history in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching History in the Intermediate grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	<b>SDG 4 Quality Education</b>		
Teaching History in the Intermediate-Senior Divisions - A	Faculty of Education	HIST	4000	3	This course begins to prepare students to be qualified teachers of history in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching history in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program. The course focuses on curriculum and instruction for history subjects in grades 7-12. This course gives students the opportunity to further develop their skills and knowledge on the philosophy and conceptual framework underlying history teaching and learning. Students will examine the history curriculum and apply the principles of design and the framework for research. Students will also examine various acts and regulations that underpin issues in the classroom. HIST 4000 (Part A) is a pre-requisite for this course. Students will have opportunities to further develop their skills and knowledge in: * Understanding the nature of the subject matter and its delivery; * Understanding the theoretical frameworks and research that inform the teaching, learning, assessment and evaluation of the subjects that comprise history at various stages of educational development in grades 7-12; * Critically analyzing the curriculum policy documents, learning activities, and materials pertaining to history curriculum; * Developing planning and instructional processes for creating active learning environments and fostering successful learner development; * Investigating how learners, including students with special needs, construct knowledge of history 7-12 in different types of program streams and contexts.	en	<b>SDG 4 Quality Education</b>		
Teaching History in the Intermediate-Senior Division - B	Faculty of Education	HIST	4001	3		en	<b>SDG 4 Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Health Sector Applied Project	Faculty of Health	HLST	4900	6	<p>Provides qualified students with career relevant learning experiences and the opportunity to bridge theory and practice by undertaking a team project under the direction of the course director(s) in collaboration with a community partner in a healthcare or health-related organization. Students will apply project management concepts in an interdisciplinary team of students from within the SHPM and or across the university. Prerequisite(s): HH/HLST 2020 3.00, HH/HLST 2030 3.00, HH/HLST 2040 3.00, HH/HLST 2300 6.00, and HH/HLST2010 3.00 or HH/HLST 3010 3.00 Pre/Corequisite: HH/HLST 4200 6.00 Open to: Students in the BHS Honours program with 84 earned credits. Note 1: A minimum GPA of 6.50 is required in major credits. Note 2: Enrollment by permission only. Students complete Seeking Course Permission Form available on School's website, and the Course Director(s) will select from those who apply. Decisions are made before the start of term.</p>	en
Justice for Children	Faculty of Liberal Arts & Professional Studies	HREQ	1800	6	<p>An historical and current analysis of what happens to children when they are socialized. Among the questions considered along with the meaning of socialization, are the basis of literacy and the role of parents, education, and work. While focused on Canada, the course may touch on the UK, the US, and other countries. Note: This course will not count for major credit in HREQ. PRIOR TO WINTER 2010: Course credit exclusion: AP/SOSC 1910 9.00.</p>	en
Training and Development	Faculty of Liberal Arts & Professional Studies	HRM	3410	3	<p>Covers the corporate training process of needs analysis, objective setting, program design, adult education, equity in training, methods and evaluation, as well as alternatives to training and the role of stakeholder. Prerequisites: AP/ADMS 2400 3.00 and AP/HRM 2600 3.00. AP/ADMS 2400 can be taken concurrently with AP/HRM 3410.</p>	en

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## York University 2022 Course Inventory - SDG 4

Human Resources Management Internship Work Term	Faculty of Liberal Arts & Professional Studies	HRM	3495	0	<p>This experiential education course reflects the work term component of the Human Resources Management Internship Program (HRMIP). Qualified Honours students gain relevant work experience as an integrated complement to their academic studies, reflected in the requirements of a learning agreement and work term report. Students are required to register in this course for each four month work term, with the maximum number of work term courses being four (i.e. 16 months). Students in this course receive assistance from the Career Centre prior to and during their internship, and are also assigned a Faculty Supervisor/Committee. Registration in AP/HRM 3495 0.00 provides a record on the transcript for each work term. Enrolment in this course is by permission only. Criteria for permission include: 1. that students have successfully completed AP/HRM 2600 3.00 and at least nine HRM credits at the 3000-level with GPA of at least six in the major AP/HRM courses; 2. that students are enrolled full-time in the Honours Bachelor of Human Resources Management prior to beginning their internship and have attended the mandatory preparatory sessions as outlined by the Career Centre; 3. that students have not been absent for more than two consecutive years as a full-time student from their Honours degree studies; 4. that students have a minimum of 15 credits remaining to complete for their Honours degree upon enrolling in this course and to return as a full-time student for at least one academic term upon completion of their final work term. Course credit exclusion: AP/ADMS 3495 0.00 (prior to Summer 2011).</p>	en	<b>SDG 4</b> <b>Quality Education</b>			
Cross Cultural Management	Faculty of Liberal Arts & Professional Studies	HRM	4480	3	<p>Introduces students to essential theories, frameworks and concepts in Cross Cultural Management. Adopting an experiential learning approach it develops an understanding of how to manage and be managed in diverse cultural contexts. Prerequisites: For students in an Honours program, 66 credits including AP/HRM 2600 3.00, AP/ADMS 2400 3.00 or for other students, a grade of C+ or better in AP/ADMS 2400 3.00 and AP/HRM 2600 3.00.</p>	en		<b>SDG 4</b> <b>Quality Education</b>		
Doing Culture: Narratives of Cultural Production	Faculty of Liberal Arts & Professional Studies	HUMA	3207	6	<p>Students discover how local cultural production is fostered, disseminated, and in some cases restricted in and by the communities they serve. Building on cultural theories and concepts of public pedagogy, students work in small groups with partner organizations to engage in a choice of research or community focused experiential learning activities to be used for a range of real-world applications. Course credit exclusion: AP/CLTR 3150 3.00, AP/CLTR 3150 6.00, AP/HUMA 3207 3.00, AP/HUMA 4207 6.00</p>	en			<b>SDG 4</b> <b>Quality Education</b>	

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Doing Culture: Narratives of Cultural Production	Faculty of Liberal Arts & Professional Studies	HUMA	4207	6	<p>Students discover how local cultural production is fostered, disseminated, and in some cases restricted in and by the communities they serve. Building on cultural theories and concepts of public pedagogy, students work in small groups with partner organizations to engage in a choice of research or community focused experiential learning activities to be used for a range of real-world applications. Course credit exclusion: AP/CLTR 3150 3.00, AP/CLTR 3150 6.00, AP/HUMA 3207 3.00, AP/HUMA 3207 6.00</p> <p>There is a rapidly growing interest in the uses of mindfulness meditation in disciplines and professions as disparate as education, psychotherapy, social work, physics, environmentalism, business leadership, the arts, sports, and a multitude of others. This course will provide the student with an introduction to some of the major literature on and practices of mindfulness. This introduction will provide a survey of possible uses of mindfulness as well as an informed grounding in the main schools of thought that inform mindfulness practice.</p>	en	SDG 4 Quality Education		
Introduction to Mindfulness: Understanding and Using Mindfulness in the Professions	Faculty of Graduate Studies	HUMA	6154	3	<p>In this foundational course students examine the concepts of health and global health through multiple philosophical and disciplinary lenses. Applying complexity theory, students analyze effective change processes and the attributes of those who lead them. Students reflect on the question "Can one person make a difference?" as they construct a scholarly portrait of themselves as agents of change for health. Note 1: Students will engage in experiential learning. This course uses blended learning approaches with alternating on-line and face-to-face learning. Note 2: This course has been approved in the Faculty of Health for general education credits.</p>	en	SDG 4 Quality Education		
Agents of Change in a Global World	Faculty of Health	IHST	1020	6	<p>The internship takes the form of work or research experience outside the University, in Canada or abroad, for a period that could vary from three months to a full year. Placement opportunities will be sought in both the public sector (municipal, provincial and federal governments and agencies, the United Nations family of institutions, continental and sub-continental organizations, such as the OAS and the EU) and the private sector (NGOs, national and international banks, multinational corporations, consumer and labour unions). Students will submit regular reports to the Instructor, describing their activities and responsibilities, as well as the students' reflections on their experiences at work, with particular reference as to how those experiences relate to the students' academic program. In addition, students will write a final paper which will connect some aspect of what the student has learned during the placement with the academic contents of his/her courses.</p>	en	SDG 4 Quality Education		
Professional Internship	Glendon College	ILST	4300	6		en	SDG 4 Quality Education	SDG 8 Decent Work and Economic Growth	

## York University 2022 Course Inventory - SDG 4

Social enterprise design: creating innovative solutions and blended value to solve global issues	Glendon College	ILST	4520	3	This course introduces the theories/concepts of social entrepreneurship/social enterprise/social entrepreneur/social entrepreneurship process. Using design thinking methods, students are introduced to the processes of opportunity recognition and creation of blended value with innovative/sustainable solutions to local/global issues (poverty/health/education/climate change/food security/fair trade/etc.). Provides students with knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication. Classroom focused experiential education through small group discussions of urgent and non-urgent field case studies will be utilized to promote learning, research and critical thinking in five domains including prevention, assessment, intervention, practice management and professional responsibility. Prerequisites: HH/KINE 2031 3.00 HH/KINE 2495 3.00 Corequisites: HH/KINE 2501 3.00 Open to:	en	SDG 4 Quality Education		
Athletic Therapy Field Inquiry-Based Tutorial	Faculty of Health	KINE	2500	3	Provides students with knowledge relating to professional practice issues and management within Athletic Therapy. Topics will relate to the foundational principles and concepts of the field care aspect in Athletic Therapy. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. The course provides students with the required psychomotor and communication skills relating to the urgent and nonurgent field case studies discussed in the Athletic Therapy Field Inquiry-Based Tutorial. Skills will include (but are not limited to) the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, and sideline assessment. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated. Prerequisites: HH/KINE 2031 3.00 HH/KINE 2495 3.00 Corequisites: HH/KINE 2501 3.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science	en	SDG 4 Quality Education		
Athletic Therapy Field Seminar and Skills	Faculty of Health	KINE	2501	3	Provides students with knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication. Classroom focused experiential education through small group discussions of head, trunk and spine related clinical case studies will be utilized to promote learning, research and critical thinking in five domains including prevention, assessment, intervention, practice management and professional responsibility. Prerequisites: HH/KINE 2502 3.00, HH/KINE 2503 3.00 Corequisites: HH/KINE 3501 3.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science	en	SDG 4 Quality Education		
Athletic Therapy Head, Trunk & Spine Inquiry-Based Tutorial	Faculty of Health	KINE	3500	3	Provides students with knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication. Classroom focused experiential education through small group discussions of head, trunk and spine related clinical case studies will be utilized to promote learning, research and critical thinking in five domains including prevention, assessment, intervention, practice management and professional responsibility. Prerequisites: HH/KINE 2502 3.00, HH/KINE 2503 3.00 Corequisites: HH/KINE 3501 3.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science	en	SDG 4 Quality Education	SDG 3 Good Health and Well-Being	



## York University 2022 Course Inventory - SDG 4

Athletic Therapy Head Trunk and Spine Seminar and Skills	Faculty of Health	KINE	3501	3	<p>Provides students with knowledge relating to professional practice issues and management within Athletic Therapy. Topics will relate to the concepts of the head, trunk and spine care aspect in Athletic Therapy. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. The course provides students with the required psychomotor and communication skills relating to head, trunk and spine related case studies discussed in the Athletic Therapy Head, Trunk and Spine Inquiry-Based Tutorial. Skills will include (but are not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated.</p> <p>Prerequisites: HH/KINE 2502 3.00, HH/KINE 2503 3.00 Corequisites: HH/KINE 3500 3.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science</p>	en	<p style="text-align: center;"><b>SDG 4</b> Quality Education</p>	<p style="text-align: center;"><b>SDG 3</b> Good Health and Well-Being</p>	
Physical Activity and Children: Pedagogy	Faculty of Health	KINE	4560	3	<p>Examines teaching methods available for people working in a physical activity setting with children. Emphasis is placed on the core program components of dance, games and gymnastics. Curriculum and lesson planning for school based physical education is included. Prerequisites: HH/KINE 1020 6.00, HH/KINE 3000 3.00. Note: This course does not count for science credit.</p>	en	<p style="text-align: center;"><b>SDG 4</b> Quality Education</p>		
Athletic Therapy Extremities Inquiry- Based Tutorial	Faculty of Health	KINE	2502	3	<p>Provides students with knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication. Classroom focused experiential education through small group discussions of extremity related clinical case studies will be utilized to promote learning, research and critical thinking in five domains including prevention, assessment, intervention, practice management and professional responsibility. Prerequisites: HH/KINE2500 3.00, HH/KINE2501 3.00 Corequisites: HH/KINE2503 3.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science</p>	en	<p style="text-align: center;"><b>SDG 4</b> Quality Education</p>	<p style="text-align: center;"><b>SDG 3</b> Good Health and Well-Being</p>	

## York University 2022 Course Inventory - SDG 4

Athletic Therapy Extremities Seminar and Skills	Faculty of Health	KINE	2503	3	<p>Provides students with knowledge relating to professional practice issues and management within Athletic Therapy. Topics will relate to the principles and concepts of the clinical extremities care aspect in Athletic Therapy. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. The course provides students with the required psychomotor and communication skills relating to extremity related case studies discussed in the Athletic Therapy Extremity Inquiry-Based Tutorial. Skills will include (but are not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated.</p> <p>Prerequisites: HH/KINE2500 3.00, HH/KINE2501 3.00 Corequisites: HH/KINE 2502 3.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science</p>	en	<b>SDG 4</b> Quality Education	<b>SDG 3</b> Good Health and Well-Being	
Athletic Therapy Upper & Lower Quadrant Inquiry- Based Tutorial	Faculty of Health	KINE	3502	3	<p>Provides students with knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management and communication. Classroom focused experiential education through small group discussions of upper and lower quadrant related clinical case studies will be utilized to promote learning, research and critical thinking in five domains including prevention, assessment, intervention, practice management and professional responsibility. Prerequisites: HH/KINE 3500 3.00, HH/KINE 3501 3.00 Corequisites: HH/KINE 3503 3.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science</p>	en	<b>SDG 4</b> Quality Education		
Athletic Therapy Upper & Lower Quadrant Seminar and Skills	Faculty of Health	KINE	3503	3	<p>Provides students with knowledge relating to professional practice issues and management within Athletic Therapy. Topics will relate to the concepts of the upper &amp; lower quadrant care aspect in Athletic Therapy. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. The course provides students with the required psychomotor and communication skills relating to upper &amp; lower quadrant related case studies discussed in the Athletic Therapy Upper &amp; Lower Quadrant Inquiry-Based Tutorial. Skills will include (but are not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated. Prerequisites: HH/KINE3500 3.00, HH/KINE3501 3.00 Corequisites: HH/KINE3502 3.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science</p>	en	<b>SDG 4</b> Quality Education	<b>SDG 3</b> Good Health and Well-Being	

## York University 2022 Course Inventory - SDG 4

Athletic Therapy Integrative Seminar & Skills	Faculty of Health	KINE	4593	3	Provides students with the required knowledge, psychomotor and communication skills relating to advanced integrative related case studies discussed in the field of Athletic Therapy. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. Skills will include (but are not limited to) functional/surface anatomy, taping/support techniques, clinical and field orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, therapeutic exercise, and return to sport skills and decisions. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated. Prerequisites: HH/KINE 3502 3.00, HH/KINE 3503 3.00 Corequisites: HH/KINE 4592 6.00 Open to: Athletic Therapy Certificate Program Students within Kinesiology and Health Science	en	SDG 4 Quality Education	SDG 3 Good Health and Well-Being	
Technology-Mediated Language Teaching & Learning	Faculty of Graduate Studies	LAL	6350	3	Critically examines the potential and limitations of technology-mediated language teaching and learning (TMLL) in varied language learning contexts. Learning theories, the design of learning environments and instructional approaches are reviewed in relation to language teaching methodology, curriculum design and second language acquisition theories. Web-enhanced, blended and distance language learning environments are explored through a blended learning approach. This course critically examines key relevant areas in second/additional language (L2) teacher education that include teacher cognition, identity and experience. Theoretical and pedagogical perspectives of teacher experience, reflection and professional development are discussed in both pre-service and in-service contexts. Topics focus on the needs of L2 teachers working in a range of educational contexts with varied types of learners.	en	SDG 4 Quality Education		
The Language Teacher	Faculty of Graduate Studies	LAL	6280	3	This course begins to prepare students to be qualified teachers of law in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching law in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Teaching Law in the Intermediate-Senior Divisions - A	Faculty of Education	LAW	4000	3	This course continues to prepare students to be qualified teachers of law in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching law areas in order to further develop students' expertise for teaching this subject. ED/LAW 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Teaching Law in the Intermediate-Senior Division - B	Faculty of Education	LAW	4001	3		en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

First Language Acquisition	Faculty of Liberal Arts & Professional Studies	LING	3210	3	<p>An introduction to children's acquisition of linguistic knowledge, including lexical, morphological, phonological, syntactic, and pragmatic development, and familiarizes students with fundamental issues in current theoretical models of language acquisition. Prerequisite: AP/LING 1000 6.00 or AP/LING 3220 3.00.</p>	en	<b>SDG 4</b> <b>Quality Education</b>		
Language and Literacy Development 1	Faculty of Education	LLDV	3735	6	<p>The central purposes of this course are to enable teacher candidates: (i) to understand the process of language acquisition in hearing, Deaf and Hard-of-Hearing children; (ii) to understand reading/writing processes and how these children learn to read and write; (iii) to develop knowledge about the pedagogical practices and instructional approaches that best promote language/literacy learning with Deaf and Hard-of-Hearing students. There will be an emphasis on how theoretical understandings must underpin notions of pedagogy and classroom practice, and how practice can be interrogated in light of these theoretical frameworks. The expectation is that effective practitioners have a strong sense of what they know and how they know it, and what they are doing and why they are doing it. The general approach of the course will be exploratory rather than didactic. At all levels, learning can be thought of as research: an active construction of personal knowledge, based on formulating and testing hypotheses and, in light of an evaluation of the results, modifying one's beliefs and practices. In this spirit, we shall attempt to make connections between the reading, writing and discussion that take place in the course, and the reading, writing and discussion of the classroom setting. Class sessions will vary in format and will include discussions of the readings which are set for each week, lectures, guest presentations and work on individual and group projects. NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing. Only available to students in the Deaf and Hard of Hearing Teacher Education program.</p>	en		<b>SDG 4</b> <b>Quality Education</b>	

## York University 2022 Course Inventory - SDG 4

Language and Literacy Development in Deaf and Hard of Hearing Learners II	Faculty of Education	LLDV	3736	6	<p>The central purposes of this course are to develop an understanding of reading and writing processes in learners with hearing loss, and to develop knowledge about the pedagogical practices and assessment/evaluation strategies that support text-based literacy development in this population. There will be an emphasis on how theoretical understandings underpin notions of pedagogy and classroom practice, and how practice can be interrogated in light of these theoretical frameworks. The expectation is that effective practitioners have a strong sense of what they know and how they know it, and what they are doing and why they are doing it. This course will provide teacher candidates with the skills and knowledge needed to provide assessment and instruction in the development of spoken language through listening, to learners who are Deaf or Hard of Hearing from preschool to school age. Information about typical child development and the impact of hearing loss on child development and school achievement will be presented. Assessment and instruction techniques will be presented and then applied during the practicum and case studies. NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing.</p>	en	SDG 4 Quality Education		
Topics in Mathematics Education: Theory and Practice	Faculty of Science	MATH	4100	3	<p>Provides opportunities for students to examine topics in mathematics, and themes in mathematics education. The main focus will be on developing students' ability to unpack and communicate concepts in mathematics, and to think critically about what mathematicians do and what students do when they are learning mathematics. Prerequisites: A minimum of 21 credits in SC/MATH courses without second digit &amp;quot;5&amp;quot;; permission of the course coordinator.</p>	en	SDG 4 Quality Education		
Data analytics: A Hands-on Approach	Faculty of Science	MATH	3333	3	<p>This is an applied statistics course for all math or science major students. The aim is to provide an application oriented training on data analytics in industrial or business setting. The course will cover a wide selection of data analytic techniques to equip students with appropriate computing skills and required statistical methodologies to conduct machine learning and data mining. The lectures will cover various methodologies and algorithms; as well as teach students to use data analytics related software (R or others) to solve real life problems. The students are expected to analyze data with the proposed software. Prerequisites: SC/MATH 1131 or equivalent; LE/EECS 1560 or LE/EESC 1541 or equivalent.</p>	en	SDG 9 Industry, Innovation and Infrastructure	SDG 4 Quality Education	

## York University 2022 Course Inventory - SDG 4

Teaching and Learning in Engineering	Faculty of Graduate Studies	MECH	6506	3	Students learn and implement practical strategies for teaching engineering tutorials and laboratories. Practice is guided by educational philosophy and the science of learning, as it applies to higher education in engineering. The course includes experiential education through microteaching exercises and structured reflection. . Lecture: 3 hours per week . Laboratory: N/A . Tutorial: N/A . Pre-requisite: Approval of the course director . Co-requisite: none . Max enrolment: 24	en	<b>SDG 4 Quality Education</b>		
Work Placement	Schulich School of Business	MGMT	4850	3	Provides BBA and iBBA students with an opportunity to earn credit for gaining relevant work experience. This is a work-focused component of Experiential Education (EE) that finds the key to learning is in application of theories and concepts that students learn in other courses to the professional-like activities students engage in and reflect upon their actions.	en	<b>SDG 4 Quality Education</b>		
Modes of Reasoning: Reasoning In Everyday Language	Faculty of Liberal Arts & Professional Studies	MODR	1790	6	This course is structured to enhance the continued learning and language proficiency of ESL students. Students are exposed to theory and skills that foster critical reading, writing, speaking, thinking, and reasoning. Students apply theory and skills to the analysis of timely culturally relevant social, ethical, and/or pop culture issues. Given the smaller class size, students can expect opportunities of continued experiential education built into the course. Finally, students can expect to see real improvement in their abilities to be both respectfully curious individuals and reasonable skeptics - practices that are helpful in other academic courses and life generally. Students who have been admitted to York University with an ESL requirement, or can demonstrate an ESL need, will be given permission to enrol in this course. Contact the Department of Philosophy or course instructor (Lcarozza@yorku.ca) for guidance. Course credit exclusions: AP/MODR 1730 6.0; AP/MODR 1760 6.0; AP/MODR 1770 6.0; AP/PHIL 2200 3.0; GL/MODR 1711 6.0 (this does not include course codes prior to 2009 in AS and AK). Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit: Humanities or Social Science.	en	<b>SDG 4 Quality Education</b>		
Piano Literature and Pedagogy	School of Arts, Media, Performance & Design	MUSI	1081	3	Considers the literature and pedagogy of classical piano. Students undertake lecture demonstrations, piano four-hand projects and research papers. Activities vary according to the level of skill and experience of the individual student. Open to non-majors who have studied piano.	en	<b>SDG 4 Quality Education</b>		
Issues in Music Education	School of Arts, Media, Performance & Design	MUSI	3600	3	Explores and develops awareness of a variety of issues relating to teaching at the primary and secondary levels in the school system. Prerequisites: FA/MUSI 2000 6.00 and FA/MUSI 2200 6.00. Previously offered as: FA/MUSI 3600 6.00.	en	<b>SDG 4 Quality Education</b>		

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Vocal Music Education	School of Arts, Media, Performance & Design	MUSI	3604	3	Explores the art of teaching vocal music and directing choral ensembles at the primary and secondary school levels. Prerequisite: FA/MUSI 2200 6.00.	en	SDG 4 Quality Education		
Issues in Community Music	School of Arts, Media, Performance & Design	MUSI	3620	3	This course will introduce and explore essential issues in the field of community music. Topics related to both community music theory and practice will be examined, including inclusivity, curriculum development, social justice and activism, health and wellness, and leadership. The course will examine case studies in community music, focusing on Canadian examples, and will investigate the relationship between community music and formal music education, such as that found in public schools and conservatories. Prerequisites: FA/MUSI 2000 6.00 and FA/MUSI 2200 6.00, or permission of Instructor for non-majors/minors.	en	SDG 4 Quality Education	SDG 16 Peace, Justice and Strong Institutions	
Topics in Vocal Performance I	School of Arts, Media, Performance & Design	MUSI	1029	3	Examines diction and other topics related to the tradition of classical voice in European art music. Students will receive practical instruction in vocal pronunciation to develop linguistic fluency and foreign language competency necessary for performance and consider performance practice as relevant to these repertoires. Includes repertoire study as well as in-class performance opportunities. Corequisite: Enrolment in FA/MUSI 1020M 3.0 or permission of the instructor.	en	SDG 4 Quality Education		
Introduction to Jazz Performance	School of Arts, Media, Performance & Design	MUSI	1050	3	Explores improvisation and ensemble playing in the jazz idiom, intended for students with instrumental proficiency and literacy, and some experience in jazz performance. Open to music majors. Non-majors may enrol with permission of the department. Previously offered as: FA/MUSI 1050 6.00.	en	SDG 4 Quality Education		
Workshop in Musicianship II	School of Arts, Media, Performance & Design	MUSI	2000	6	Continues to develop the practical and conceptual musical skills introduced in FA/MUSI 1000 6.00 through the study of more advanced concepts in music theory and musicianship. Students examine the pedagogy of counterpoint and harmony as they relate to current diversified practices. The adaptation of such techniques to a broad range of music styles and genres including Jazz, World, and Popular music are examined in order to enhance creativity and critical analysis skills. Correlated components of this course include composition, analysis, improvisation, digital literacy, and the development of aural skills. Course Credit Exclusions: FA/MUSI 2201 3.00 and FA/MUSI 2202 3.00 Prerequisites: FA/MUSI 1000 6.00 and FA/MUSI 1200 6.00 or a minimum grade of C+ on a Department of Music proficiency exam and the permission of the department.&quot;	en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Topics in Vocal Performance II	School of Arts, Media, Performance & Design	MUSI	2029	3	<p>Continues to examine and further develop topics related to the tradition of classical voice in European art music. Students will receive further practical instruction in vocal pronunciation to develop linguistic fluency and foreign language competency necessary for performance and consider performance practice as relevant to these repertoires. Includes repertoire study as well as in-class performance opportunities.</p> <p>Corequisite: Enrolment in FA/MUSI 1020M 3.0 or permission of the instructor.</p>	en	<b>SDG 4 Quality Education</b>		
Field Placement for Music	School of Arts, Media, Performance & Design	MUSI	4580	3	<p>An experiential education field placement course specifically for students in the BA Honours and BFA degrees in Music. Students secure and undertake field placements in the music industry with the supervision and guidance of the Course Director, in collaboration with AMPD staff. Pre-requisites: 90 credits and enrollment in Honours BA (Music) or BFA (Music); FA/MUSI 2000 and FA/MUSI 2200; limited to students in their fourth year of study.</p>	en	<b>SDG 4 Quality Education</b>		
Advanced Nursing Practicum	Faculty of Graduate Studies	NURS	5400	3	<p>Participants engage in an advanced practicum in nursing theory-guided practice, leadership, or teaching-learning (186 hours). Concurrently, students participate in online activities. Both the practicum and online components must be successfully completed in order to pass the course. Practicum sites and evidence of the scholarship will be individually determined based on the student's learning focus.</p>	en	<b>SDG 4 Quality Education</b>		



## York University 2022 Course Inventory - SDG 4

Introduction to Creative Methodologies I  
 School of Arts, Media, Performance & Design  
 PANF 1500 3

The course explores technical and philosophical approaches to creativity and its manifestations through interdisciplinary modes of artistic production. While creativity may be seen as a variable concept across different fields and context, we see commonalities in its description as a process that is shaped and developed through the sociocultural contexts in which it appears. Therefore, this course provides an experimental platform for social agency, developing ideas and creative solutions that can become catalysts for social justice and radical digital citizenship. To compare and contrast production methodologies, motivations and intersections across the arts, sciences and humanities, the course juxtaposes research presentations and experiential activities from broad academic, non-academic and epistemological contexts. This decoupling of practices with traditional mindsets provides a foundation for the student to explore new ideas and processes that deviate or build upon established examples. Students will read widely from key media theorists and creative practitioners, and experience films, sound works and performances. At the same time, they engage in practices of ideation through software and/or hardware prototyping, embracing the ethos of “making” as “thinking in action”. Through this, the student’s individual imagination and curiosity form supporting frameworks for exercising critical thinking and problem-solving in the contemporary arts. Classes consist of a blend of presentations on diverse art-technology histories, introductions to AMPD faculty and studios, experiential exercises centered on specific applications and environments, cursory portraits of practices through specific artists across a wide range of fields, and critiques of major projects that combine theoretical and pragmatic approaches. Open to non-majors.

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<b>SDG 4</b> <b>Quality Education</b>		
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## York University 2022 Course Inventory - SDG 4

Research Creation:  
 Processes and  
 Practices for Artists

School of Arts,  
 Media,  
 Performance  
 & Design

PANF      2500      3

Research Creation; Processes & Practices for Artist: is understood as an exploration of the complex intersection of theoretical investigation, art production & traditional research. Key feature of this approach is to blend multiple research strategies in the pursuit of output that cannot be predetermined. Grounded in cultural production, this approach has gained traction as a multi-disciplinary tool used by designers, academics, artist and scientists to address complex research questions through creativity & innovation. Students will be exposed to multiple approaches to research creation as a tool for academic exploration, while demonstrating a thorough grasp of the key concepts through the development & execution of course projects. The theoretical foundations of this course will be two-fold by providing a firm academic understanding of current research creation practices in academia and beyond. Through sourcing & investigation of scholarly articles & primary sources students will develop the ability to acutely frame research questions & develop applicable creative methodologies on which to base their research. Through a series of assignments and projects students are expected to develop an ability to evaluate the appropriateness of different approaches to artistic creation using well established ideas & techniques. As the course progresses, students will develop their own skills & techniques that will be applied in the execution of their own research creation project. This course will be a hybrid studio/seminar course where students are expected to develop skills as both researcher & artist. Weekly presentations by students and the course leader will build on the understanding of this approach, accumulating in final presentations of student projects. Visit to galleries, research laboratories, artist studios and presentation venues or other timely events will be incorporated into the course in order to augment student learning.

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<b>SDG 4</b> <b>Quality Education</b>		
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## York University 2022 Course Inventory - SDG 4

Physics Internship Work Term	Faculty of Science	PHYS	3900	0	<p>This experiential education course reflects the work term component of the Technology Internship Program (TIP). Qualified Honours students gain relevant work experience as an integrated complement to their academic studies, reflected in the requirements of a learning agreement and work term report. Students are required to register in this course for each four month work term, with the maximum number of work term courses being four ( i.e. 16 months). Students in this course receive assistance from the Career Centre prior to and during their internship, and are also assigned a Faculty Supervisor/Committee. Prerequisites: Enrolment is by permission only. Criteria for permission include: (1) that students have successfully completed at least nine PHYS credits at the 3000-level or higher, and have a GPA of at least 5.00 in SC/PHYS courses overall; (2) that students are enrolled full-time in the Honours program prior to beginning their internship and have attended the mandatory preparatory sessions as outlined by the Career Centre; (3) that students have not been absent for more than two consecutive years as a full-time student from their Honours degree studies; (4) that upon enrolling in this course students have a minimum of nine credits remaining towards their Honours degree and need to return as a full-time student for at least one academic term to complete their degree after completion of their final work term. Registration in SC/PHYS 3900 0.00 provides a record on the transcript for each work term.</p> <p>This experiential education is designed for students who are in their second year in the Athletic Therapy Certificate Program. Students will be assigned to designated on or off-campus practicums. Students will be involved in a hands-on experience as they are introduced to the clinical and field aspects of athletic therapy. This course includes practicum opportunities and online learning activities. They will work alongside other athletic therapy students under the direct supervision of Certified Athletic Therapists. Students will attend varsity practices, games and clinic shifts. These aspects will be scheduled with consideration for student academic schedules. This course is required for the Athletic Therapy Certificate Program.</p>	en	<p style="text-align: center;"><b>SDG 4</b> <b>Quality Education</b></p>		
Clinical Placement in Athletic Therapy I	Faculty of Health	PKIN	811	0		en		<p style="text-align: center;"><b>SDG 4</b> <b>Quality Education</b></p>	

## York University 2022 Course Inventory - SDG 4

Practicum in Athletic Therapy II	Faculty of Health	PKIN	812	0	<p>This experiential education course is designed for students who are in their second year in the Athletic Therapy Certificate program. Placements will be provided with students engaged both on and off campus. Students will transition to work more independently completing clinical and field skills. They will work under the direction of Certified Athletic Therapists or Sport Physiotherapists to gain clinical and field knowledge and skills. Students will attend varsity practices, games and clinic shifts. These aspects will be scheduled with consideration for student academic schedules. This course is required for the Athletic Therapy Certificate Program.</p>	en	<b>SDG 4 Quality Education</b>		
Supervised Reading and Research	Faculty of Liberal Arts & Professional Studies	POLS	3990	3	<p>Students in their third-year may take independent, individually-supervised reading/research courses, either on a full-year or half-year basis, when the student and the course meet the requirements set by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section for regulations on independent reading courses. Prerequisite: Permission of the director of undergraduate studies.</p>	en	<b>SDG 4 Quality Education</b>		
Supervised Reading and Research	Faculty of Liberal Arts & Professional Studies	POLS	4990	3	<p>Students in their fourth-year may take independent, individually-supervised reading/research courses, either on a full-year or half-year basis, when the student and the course meet the requirements set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section for regulations on independent reading courses. Prerequisite: The permission of the undergraduate program director.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Politics in the Intermediate-Senior Divisions - A	Faculty of Education	POLS	4000	3	<p>This course begins to prepare students to be qualified teachers of politics in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching politics in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Politics in the Intermediate-Senior Divisions - B	Faculty of Education	POLS	4001	3	<p>This course continues to prepare students to be qualified teachers of politics in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching politics areas in order to further develop students' expertise for teaching this subject. ED/POLS 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Elementary Portuguese	Faculty of Liberal Arts & Professional Studies	POR	1000	6	<p>This course is designed for absolute beginners, with no formal training in Portuguese. The course introduces the Portuguese language within its cultural contexts worldwide, including European and Brazilian Portuguese. The skills of listening, speaking, reading and writing are emphasized. This course offers a range of multimedia learning platforms such as aural/oral and written web-based activities, access to audio and video resources as well as experiential learning activities. Students acquire a functional competence in elementary written and spoken Portuguese. Course credit exclusion: AP/POR 1010 6.00.</p>	en	SDG 4 Quality Education		
International Refugee Protection Regime II: Research Seminar	Faculty of Graduate Studies	PPAL	6040	3	<p>This Experiential Education (EE) course provides students with an overview of the most innovative and creative solutions that have been proposed to resolve some of the most significant issues confronting the international refugee protection regime today. Working on a research project that is directly relevant to local community partners, students will gain valuable experience resolving real world problems affecting refugees.</p>	en	SDG 4 Quality Education	SDG 16 Peace, Justice and Strong Institutions	
Professional Skills and Communication	Faculty of Liberal Arts & Professional Studies	PPAS	2195	3	<p>Introduces students to the norms of behavior and decision-making protocols in the public sector. Lectures are combined with simulations, discussions and group activities to develop effective oral and written communication skills, team building and conflict resolution capabilities along with political acuity, intercultural skills and social media management. Prepares students for experiential education opportunities including practicums and internships.</p>	en	SDG 4 Quality Education		
Teaching Religious Education in Catholic Schools in the IS Division - Part A	Faculty of Education	RELS	4000	3	<p>This course begins to prepare students to be qualified teachers of religious education in Catholic schools in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching religious education in Catholic schools in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		
Teaching Religious Education in Catholic Schools in the IS Division Part B	Faculty of Education	RELS	4001	3	<p>This course continues to prepare students to be qualified teachers of religious education in Catholic schools in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching religious education in Catholic schools areas in order to further develop students' expertise for teaching this subject. ED/RELS 4000 (Part A) is a prerequisite for this course. Prerequisite: ED/RELS 4000 - Teaching Religious Education in the IS Division Part A This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	SDG 4 Quality Education		

## York University 2022 Course Inventory - SDG 4

Teaching Science (General) in the Intermediate-Senior Divisions - A	Faculty of Education	SCIE	4000	3	<p>This course begins to prepare students to be qualified teachers of Science in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Science in the intermediate and senior grades. Only available to students in the Bachelor of Education (BEd) degree program.</p> <p>This course continues to prepare students to be qualified teachers of Science in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Science areas in order to further develop students' expertise for teaching this subject. ED/SCIE 4000 (Part A) is a prerequisite for this course. Only available to students in the Bachelor of Education (BEd) program.</p>	en	SDG 4 Quality Education		
Teaching Science (General) in the Intermediate-Senior Divisions - B	Faculty of Education	SCIE	4001	3	<p>This is a one-semester, laboratory oriented subject, intended to introduce students to selected techniques of chemical analysis that are widely used in the industry: UV-Vis spectrophotometry, Classical column chromatography (normal phase), High Pressure Liquid Chromatography (reversed phase), Gas Chromatography. The theoretical lectures provide a basic understanding of the analytical procedures. The laboratory classes provide hands-on training for the analytical techniques presented in the theoretical course, and familiarize the student with the application of the respective techniques in a regulated industrial environment. To accomplish the above, the students must be able to combine their prior knowledge of chemistry and mathematics with the new terms and concepts taught in this course. Not open to students having completed SC/SENE 2082 3.00 or Seneca College courses TAC333 or TAC357. Prerequisites: SC/CHEM 1001 3.00 and SC/MATH 1014 3.00 (or Seneca courses CHM273 and MTH 273). Course Credit Exclusion: SC/CHEM 3080 4.0</p>	en	SDG 4 Quality Education		
Techniques in Analytical Chemistry	Faculty of Science	SENE	2081	3		en	SDG 9 Industry, Innovation and Infrastructure	SDG 4 Quality Education	

## York University 2022 Course Inventory - SDG 4

Educational Use of Signs	Faculty of Education	SLGS	3510	3	<p>The purpose of this course is two fold: (i) to provide an introduction and overview of the major issues with respect to the use of signed language in the education of Deaf and Hard-of-Hearing students, and (ii) to develop abilities in the use of sign language, particularly as it applies to its use in school settings across a range of programs and communication philosophies. The emphasis will be on consideration of how we think about the use of sign language and other forms of manual communication in school setting, and the implications for classroom practice. Topics to be taken up include: (i) characteristics and features of various forms of manual communication, (ii) terminology with respect to language, communication and modality, (iii) educational options for Deaf and Hard-of-Hearing students as they relate to the use of manual communication, (iv) community and culture, (v) educational interpreting, and (vii) resources and information for classroom teachers. NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing.</p> <p>This course will focus on developing proficiency in American Sign Language (ASL). The purpose of this course is to develop skills in receptive and expressive ASL. Attention will be given to the grammar of ASL, the importance of proper non manual grammatical signals, non manual signals and cultural aspects of ASL and will lead participants to an understanding of how to use ASL in a bilingual classroom. Assessment of ASL abilities will take place during the first class of each course and grading rubrics will be presented to all participants. NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing</p>	en	SDG 4 Quality Education		
American Sign Language 2	Faculty of Education	SLGS	3525	3	<p>A detailed independent study course involving intensive reading and writing taken under direction of a faculty member. Students must be accepted by a faculty supervisor before they can register in this course and are required to submit a major paper of no less than 10,000 words in length, or equivalent. Note: Students must have successfully completed at least 84 credits to be eligible for an independent study course. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for regulations on independent study courses. Prerequisite: Students must have successfully completed 84 credits.</p>	en	SDG 4 Quality Education		
Independent Study	Faculty of Liberal Arts & Professional Studies	SOCI	4030	3	<p>The relationship of the educational system to the social structure is examined. Among topics to be considered are the role of education in social change, the school as a social system, and the school as an agency of socialization.</p>	en	SDG 4 Quality Education	SDG 1 No Poverty	
Sociology of Education	Faculty of Liberal Arts & Professional Studies	SOCI	3630	6		en	SDG 4 Quality Education	SDG 1 No Poverty	

## York University 2022 Course Inventory - SDG 4

Educational Organizations	Glendon College	SOCI	2618	3	A sociological analysis of the operation of schools and universities. Mass education and its organizational correlates. Students' culture and teachers' culture. Determinants and consequences of alternative educational ideologies. Course credit exclusion: GL/SOCI 2565 3.00.	en	SDG 4 Quality Education		
Masters Seminar	Faculty of Graduate Studies	SOCI	5995	3	Based on a cohort model, this course provides a supportive environment that allows master's students to rapidly accrue sociological reading, writing and revising skills. The curriculum moves students through the initial research/writing stages to completion of the RRP/thesis proposal. This course equips students to engage with workplace, community and society-wide issues by developing strategic research, advocacy, communications and organizational skills. Participants work individually and in small groups to address typical issues confronting unions and other social movement organizations. The course provides opportunities for experiential education in researching strategic questions and designing campaigns for change.	en	SDG 4 Quality Education		
Working for Change: Research, Organizing and Communications	Faculty of Liberal Arts & Professional Studies	SOSC	3211	6	This course begins to prepare students to be qualified teachers of social sciences (general) in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching social sciences (general) in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education	SDG 8 Decent Work and Economic Growth	
Teaching Social Sciences (General) in the Intermediate-Senior Divisions - A	Faculty of Education	SOSC	4000	3	This course continues to prepare students to be qualified teachers of Social Sciences (General) in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Social Sciences (General) areas in order to further develop students' expertise for teaching this subject. ED/SOSC 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.	en	SDG 4 Quality Education		
Teaching Social Sciences (General) in the Intermediate-Senior Divisions - B	Faculty of Education	SOSC	4001	3	This course is designed to promote student success in first-year by developing competencies in fundamental, academic, personal/interpersonal and teamwork skills. It encourages students' engagement in their own learning and uses eLearning and Experiential Education delivery strategies.	en	SDG 4 Quality Education		
Sur le chemin de la réussite académique	Glendon College	SOSC	1000	3	This not-for-credit experiential education course provides students the opportunity to analyze and apply the knowledge, skills and competencies gained in the classroom in a professional environment and to reflect on the relationship between theory and practice. Note: This course cannot be used to satisfy the general education requirement.	en	SDG 4 Quality Education		
Work Placement	Glendon College	SOSC	4200	0		en	SDG 4 Quality Education		



## York University 2022 Course Inventory - SDG 4

Professional Work Placement	Glendon College	SOSC	4210	3	<p>This course provides students a hands-on opportunity to apply acquired theories by completing a work placement relevant to their studies. Through experiential education, students will bridge theory and practice, develop transferable competencies and gain meaningful professional experience.</p> <p>This course introduces students to the United Nations Sustainable Development Goals and provides the structure for them to develop expertise on the theme of a research passion project. Students will analyze secondary literature on their chosen project, working with the course director and a faculty mentor. NOTES: 1. This course cannot be used to satisfy the general education requirement. 2. Enrollment by permission of the MDS department. If registering under a cross-listing from another program, permission must be provided by that program as well.</p>	en	<b>SDG 4 Quality Education</b>		
G21 Passion Project Preparation / G21 Préparation pour projet passion G21	Glendon College	SOSC	3669	3	<p>This course provides students an opportunity to work on a research passion project designed in consultation with a faculty mentor. All projects will correspond to United Nations Sustainable Development Goals, applying theory to address a real-world problem. NOTES: 1. This course cannot be used to satisfy the general education requirement. 2. Enrollment by permission of the MDS department. If registering under a cross-listing from another program, permission must be provided by that program as well.</p>	en	<b>SDG 4 Quality Education</b>		
G21 Passion Project / Projet passion G21	Glendon College	SOSC	4669	3	<p>This course provides students an opportunity to work on a research passion project designed in consultation with a faculty mentor. All projects will correspond to United Nations Sustainable Development Goals, applying theory to address a real-world problem. NOTES: 1. This course cannot be used to satisfy the general education requirement. 2. Enrollment by permission of the MDS department. If registering under a cross-listing from another program, permission must be provided by that program as well.</p>	en	<b>SDG 4 Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Practicum in Social Work I	Faculty of Liberal Arts & Professional Studies	SOWK	4000	6
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Students integrate theory with practice by completing a 700 hour placement at an agency setting supervised by an experienced and qualified Field Instructor. The placement is intended to prepare students to function as professional social workers upon graduation. Students will be assigned a Faculty Advisor and are expected to attend Integrative Seminars delivered by their Faculty Advisor. Note 1: The School of Social Work assumes responsibility for locating placements and contracting with the setting to provide a suitable learning experience. Note 2: Students will be given permission to enrol in AP/SOWK 4000 6.00 by the Field Office. Note 3: Post-Degree BSW Honours majors normally complete the practicum requirement by spending two to five days per week in their field placement. Direct Entry BSW Honours majors are expected to spend three days per week in the field. Note 4: While the student's performance is evaluated jointly by the Field Instructor and Faculty Advisor, the School of Social Work determines whether the student has met the requirements which determine a passing grade. Note 5: Open only to students in the Direct Entry BSW Honours and Post-Degree BSW Honours programs. Prerequisites for Post-Degree BSW Honours majors: AP/SOWK 2050 6.00, AP/SOWK 2060 3.00 and AP/SOWK 2070 3.00., AP/SOWK 3041 3.00, AP/SOWK 3060 6.00, AP/SOWK 3070 3.00 and AP/SOWK 3110 3.00. Prerequisite or Corequisite for Post-Degree BSW Honours majors: AP/SOWK 4001 6.00, AP/SOWK 4020 3.00. Prerequisites for Direct Entry BSW Honours majors: 57 credits in non-SOWK courses; AP/SOWK 1011 6.00, AP/SOWK 2050 6.00, AP/SOWK 2060 3.00 and AP/SOWK 2070 3.00., AP/SOWK 3041 3.00, AP/SOWK 3060 6.00, AP/SOWK 3070 3.00, AP/SOWK 3110 3.00, and AP/SOWK 4020 3.00.

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<b>SDG 4</b> <b>Quality Education</b>		
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## York University 2022 Course Inventory - SDG 4

<p>Practicum in Social Work II</p>	<p>Faculty of Liberal Arts &amp; Professional Studies</p>	<p>SOWK</p>	<p>4001</p>	<p>6</p>	<p>Students continue their 700 hours placement with increased responsibilities and expectations. Students continue to attend integrative seminars with their Faculty Advisor at the School. Students are required to complete a practice-based reflective paper as a part of this course. At the end of the placement, students must be able to function as an entry-level social worker. Note 1: AP/SOWK 4001 6.00 Practicum II is a continuation of the AP/SOWK 4000 6.00 Practicum I setting (see Note 1, AP/SOWK 4000 6.00). Note 2: Students will be given permission to enrol in AP/SOWK 4001 6.00 by the Field Office. Note 3: Post-Degree BSW Honours majors normally complete the practicum requirement by spending two to five days per week in their field placement. Direct Entry BSW Honours majors are expected to spend three days per week in the field. Note 4: While the student's performance is evaluated jointly by the Field Instructor and Faculty Advisor, the School of Social Work determines whether the student has met the requirements which determine a passing grade. Note 5: Open only to students in the Direct Entry BSW Honours and Post-Degree BSW Honours programs. Prerequisites for Post-Degree BSW Honours majors: AP/SOWK 2050 6.00, AP/SOWK 2060 3.00, and AP/SOWK 2070 3.00. AP/SOWK 3041 3.00, AP/SOWK 3060 6.00, AP/SOWK 3070 3.00 and AP/SOWK 3110 3.00. Pre or Corequisite for Post-Degree BSW Honours majors: AP/SOWK 4000 6.00, AP/SOWK 4020 3.00. Prerequisites for Direct Entry BSW Honours majors: 57 credits in non-SOWK courses; AP/SOWK 1011 6.0, AP/SOWK 1011 6.00, AP/SOWK 2050 6.00, AP/SOWK 2060 3.00 and AP/SOWK 2070 3.00 AP/SOWK 3041 3.00, AP/SOWK 3060 6.00, AP/SOWK 3070 3.00, AP/SOWK 3110 3.00, AP/SOWK 4000 6.00 and AP/SOWK 4020 3.00.</p> <p>This course analyzes the interlocking nature of power relations in social work settings by drawing on poststructural theory, specifically, discourse analysis. Discourse analysis is utilized to critically reflect upon student case examples from their social work practice experience. The course is designed to support students in making concrete connections between theory and practice in their everyday work settings. Pre- or Co-requisite: SOWK 5150 3.0</p>	<p>en</p>	<p><b>SDG 4 Quality Education</b></p>	
<p>Advanced Social Work Practice</p>	<p>Faculty of Graduate Studies</p>	<p>SOWK</p>	<p>5982</p>	<p>3</p>	<p>In this capstone course, students engage in high-impact Community Focused Experiential Education. Activities focus on writing, researching, editing and publishing works for an online university undergraduate magazine. Students complete individual and collaborative assignments centered on current matters affecting the Spanish Speaking world -within and outside of Canada-. A final, collaborative project involves the magazine's yearly academic publication. Taught in English.</p>	<p>en</p>	<p><b>SDG 4 Quality Education</b></p>	<p><b>SDG 1 No Poverty</b></p>
<p>Foreign Language and Digital Media: Developing Skills for Online, Spanish-English Publications</p>	<p>Faculty of Liberal Arts &amp; Professional Studies</p>	<p>SP</p>	<p>4990</p>	<p>3</p>	<p>In this capstone course, students engage in high-impact Community Focused Experiential Education. Activities focus on writing, researching, editing and publishing works for an online university undergraduate magazine. Students complete individual and collaborative assignments centered on current matters affecting the Spanish Speaking world -within and outside of Canada-. A final, collaborative project involves the magazine's yearly academic publication. Taught in English.</p>	<p>en</p>	<p><b>SDG 4 Quality Education</b></p>	

## York University 2022 Course Inventory - SDG 4

Methodology of Spanish-English Translation 1: Advanced practice, technologies and project management	Glendon College	SP	4910	3	<p>This course provides intensive practice translating pragmatic texts from various domains. Conceptual and methodological tools from translation studies and applied linguistics are intended to teach students to analyze texts and plan and carry out a variety of translation projects.</p> <p>Prerequisites: GL/SP 3545 3.00; permission of the department. PRIOR TO FALL 2011: Course credit exclusions: GL/SP 4610 3.00, GL/TRAN 4610 3.00. PRIOR TO FALL 2010: course credit exclusion: GL/SP 4610 3.00 (EN), GL/TRAN 4610 3.00 (EN).</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Technological Education in the Intermediate-Senior Divisions - A	Faculty of Education	TECH	4000	3	<p>This course begins to prepare students to be qualified teachers of Technological Education in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Technological Education in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		
Curriculum Connections for Technological Education	Faculty of Education	TECH	4050	3	<p>This course introduces students to the broad-based technologies approach to technological education, the 'Exploring Technologies' focus in the curriculum, and the value of these technologies in cross-curricular teaching and learning in Ontario schools. It explores cross curricular connections between teaching technological education, and policy, literacy, numeracy, STEM, experiential education, environmental/sustainability education, and social justice. Course only available to students in the Bachelor of Education program.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Technological Education in the Intermediate-Senior Division - B	Faculty of Education	TECH	4001	3	<p>This course continues to prepare students to be qualified teachers of Technological Education in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Technological Education areas in order to further develop students' expertise for teaching this subject. ED/TECH 4000 (Part A) is a prerequisite for this course. Only available to students in the Bachelor of Education (BEd) program.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Design Thinking Within Technology Frameworks	Faculty of Education	TECH	4051	3	<p>Examines a range of problem-solving methods and design processes integral to all broad-based technologies in the Ontario technological education curriculum. Students will be introduced to practical, process-focused frameworks for developing student projects in the intermediate/senior classroom. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		

## York University 2022 Course Inventory - SDG 4

Methodology of Teaching English to Speakers of Other Languages	Faculty of Liberal Arts & Professional Studies	TESL	3200	6	<p>This course introduces principles and practices of English language teaching, including communicative language teaching, planning, assessment, instructional techniques, and the appropriate use of resources. The course helps students develop a critical, reflective teaching practice that includes the skills to design and deliver an effective, learner-centered program in a range of contexts. NOTE: This blended course includes both online and in-class instruction. Course credit exclusion: ED/TESL 3200 6.00</p> <p>The course provides an experiential education opportunity to put theory into practice, integrating blended online and in-class instruction alongside placement at a variety of English as a Second Language (ESL) instruction settings. Students complete 50 practicum hours (30 hours observation and 20 hours practice teaching). Note: This course may be taken concurrently with, but not before AP/TESL 3200 6.00. Course credit exclusion: ED/TESL 3300 6.00.</p>	en	<b>SDG 4 Quality Education</b>		
Practicum in Teaching English to Speakers of Other Languages	Faculty of Liberal Arts & Professional Studies	TESL	3300	6	<p>This elective studio course provides an introduction to physical performance praxis, offering movement training skills required for dynamic acting and strong physical presence in all forms of performance (both live and digital platforms). THEA 2090 builds on the work begun in THEA 1010 Intro to Acting I and THEA 1011 Intro to Acting II expanding into performance techniques for the physical actor. There is a three-hour in-person class held twice a week, where students will engage in physical technique training, physical theatre devising techniques, and specific solo and group assignments. There will be additional physical training sessions required (minimum 1 hour per week), readings and viewings, plus rehearsals for major term projects. This course is restricted to BA or BFA Performance Creation Theatre students (including those in Devised Theatre and Playwriting &amp; New Play Dramaturgy). It is not available to students in the Acting Conservatory. Prerequisites: THEA 1010 3.00, THEA 1100 3.00 and THEA 1200 6.00; and/or permission of the department.</p>	en	<b>SDG 4 Quality Education</b>		
Physical Performance	School of Arts, Media, Performance & Design	THEA	2090	3	<p>Offers students in their final year of Devised Theatre an intensive curriculum in further perspectives of devised theatre exploration. Incorporating skill sets from the previous two years of training, this class will focus on advanced techniques for creating and performing original theatre works in a group setting, in preparation for a performance in the Devised Theatre Festival in the winter term. Prerequisites: Grade of B or better in FA/THEA 3051 3.00 and permission of the Theatre Department. Open to majors only. Note: Plus rehearsal hours.</p>	en	<b>SDG 4 Quality Education</b>		
Devised Theatre Perspectives	School of Arts, Media, Performance & Design	THEA	4050	3		en	<b>SDG 4 Quality Education</b>		

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Teaching and Learning Seminar	Faculty of Education	TLSE	3715	6	<p>The purpose of this course is to develop an understanding of the current pedagogy, practices and policy relating to the teaching of Deaf and Hard-of-Hearing students. The course content provides a framework for understanding the instructional techniques encountered in practicum placements. The practicum component of this course exposes teachers candidates to the range of educational environments as well as the communication philosophies and modalities used in the education of Deaf and Hard-of-Hearing students. NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Deaf and Hard of Hearing Learners in Inclusive Settings	Faculty of Education	TLSE	3725	3	<p>The purpose of this course is to provide candidates with the skills and knowledge needed to plan, implement, and assess education plans for Deaf and Hard of Hearing learners in inclusive settings. Candidates will critically examine the social and emotional needs of D/HH learners in inclusive settings and discuss strategies and methods used to enable D/HH learners to be socially included with their peers in the classroom setting. NOTE: Courses in this program are part of a professional post-graduate diploma program, and are not open for registration to students outside the program. Courses are not open for auditing.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Visual Arts in the Intermediate Division	Faculty of Education	VISA	3000	3	<p>This course begins to prepare students to be qualified teachers of Visual Arts in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching visual arts in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Visual Arts in the Intermediate-Senior Division - A	Faculty of Education	VISA	4000	3	<p>This course begins to prepare students to be qualified teachers of Visual Arts in Ontario classrooms. It allows students to examine the theories, philosophies, knowledge, policies and practices specific to teaching Visual Arts in the intermediate and senior grades. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		
Teaching Visual Arts in the Intermediate-Senior Division - B	Faculty of Education	VISA	4001	3	<p>This course continues to prepare students to be qualified teachers of Visual Arts in Ontario classrooms. It develops students' expertise in the theories, philosophies, knowledge, policies and practices specific to teaching Visual Arts areas in order to further develop students' expertise for teaching this subject. ED/VISA 4000 (Part A) is a prerequisite for this course. This course is only available to students in the Bachelor of Education (BEd) degree program.</p>	en	<b>SDG 4 Quality Education</b>		

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<p>Professional Practices for Visual Artists</p>	<p>School of Arts, Media, Performance &amp; Design</p>	<p>VISA</p>	<p>4001</p>	<p>3</p>	<p>Introduces upper level Visual Arts Majors to the contemporary art world and the professional practices that they will encounter as emerging visual artists giving them the knowledge and the practical skills to understand the extended art community and to navigate their own diverse paths within it. Course content includes lectures on the structure of art institutions, including artist residencies and how artists can leverage their abilities to navigate this system. The course content will expand student's understanding of a professional studio practice, encompassing collaborative professional development with other disciplines (science, technology, engineering etc), artist driven curatorial projects, collaborative community based projects, and examining the possibilities for traditional research based practices (working with archives, educational institutions, etc.). Lectures, guest speakers, and field trips address a variety of topics such as an evaluation of graduate programs, grant writing, contracts, copyright / intellectual property, exhibition proposals, research practices and skills, networking, social media promotion, documentation archive, marketing and business development. Students evolve individual plans for transitioning from undergraduate study to post graduate study or work by researching and analyzing the requirements and limitations of opportunities relevant to their current practice and future goals.</p>	<p>en</p>	<p><b>SDG 4</b> <b>Quality Education</b></p>	
<p>Becoming a Better Writer: Methods and Models</p>	<p>Faculty of Liberal Arts &amp; Professional Studies</p>	<p>WRIT</p>	<p>1702</p>	<p>6</p>	<p>This course combines practical strategies for writing improvement in academic and professional contexts by having students study the diverse social, political and cultural challenges writers face. The course emphasizes transferable skills via writing academic essays, film criticism and professional projects. Note: This is an approved LA&amp;PS General Education course: Humanities. Course credit exclusions: AP/WRIT 1700 9.0, AP/WRIT 1702 9.0, AP/WRIT 1703 6.00</p>	<p>en</p>	<p><b>SDG 4</b> <b>Quality Education</b></p>	