

Course Syllabus
PHED 3106 –COMMUNITY LEADERSHIP PLACEMENT (CLP) I
Fall/Winter 2025

Faculty Instructor: Dr. Dean Hay, directorsphe@nipissingu.ca
Placement Officer: Jennifer Buell, jenniferb@nipissingu.ca
Office: AC201-A, Centre for Physical and Health Education.
Office Hours: 8:30AM to 4:30PM, Mon-Fri, Meetings available by appointment
Phone: 705-474-3450 ext. 4896. Voicemails will be forwarded to email
Meetings: By request, in person, or Via Microsoft Teams
Website: <http://clp.nipissingu.ca> (Blackboard is not used for this course)
Chat: [MS Teams](#)
IG Profile: NU_SPHE

Office hours are times when you can meet with your Placement Officer to discuss your placement or other experiential learning interests you have. Course-related discussions include asking for extra help, seeking clarification of material and following up on aspects of the course that may require clarification. (Cornell University Learning Strategies Centre, n.d.)

Land acknowledgement: Nipissing University sits on the territory of Nipissing First Nation, the territory of the Anishnabek, within lands protected by the Robinson Huron Treaty of 1850. We are grateful to be able to live and learn on these lands with all our relations.

COURSE CALENDAR DESCRIPTION

Students will participate in a 50 hour, non-paid work experience in an approved community setting which complements course work, previous experience, and future goals. Students develop strong communication skills, critical thinking skills, leadership skills, and societal connections. This course is graded as SATISFACTORY or FAIL.

NOTE: Placements are monitored by the Physical and Health Education Placement Officer and will take place between September 2nd, 2025, and April 7th, 2026, once approved.

Prerequisite: 48 credits completed
Antirequisites: None
Location: Refer to WebAdvisor

Hours: Mandatory sessions plus a minimum of 50 hours work placement
Credits: 3

COURSE INTRODUCTION & DESCRIPTION

The Bachelor of Physical and Health Education Community Leadership Program (CLP) provides you with experiential learning opportunities relevant to your academic and career goals. PHED 3106 is a **satisfactory/fail** course which requires organization, professionalism, punctuality and thoroughness from all student participants.

Please read carefully for all course details including:

Course calendar and information

Required documentation

Application and assignment details and due dates

Students must not start their placement field hours until all required documentation is complete and submitted. Late submissions could result in failing the course or being requested to withdraw from the course.

GENDER & PRONOUNS

Class rosters are provided to the course instructor with the student's legal name. The PHED Placement Officer will gladly honour any student's request to address them by an alternate name or gender pronoun. Please advise PHED Placement Officer Jennifer Buell (she/her) accordingly early in the semester so that appropriate changes can be made to your placement file. (Center for Excellence in Learning and Teaching, Iowa State University, n.d.)

COMMUNITY LEADERSHIP PLACEMENT I LEARNING OUTCOMES

Students will:

Gain concrete experience in providing physical and health education services within our community;

Develop technical communication and administration skills relevant to the field of physical and health education;

Expand leadership skills and develop personal leadership style;

Recognize the psycho-social implications of physical and health education to a community's health and wellness;

Further develop professional competencies such as leadership, written/verbal communication skills, organization and critical thinking skills.

REQUIRED RESOURCES:

A textbook is not required for this course. Course materials **will not** be posted on Blackboard. Students will not require access to Blackboard Ultra for PHED 3106.

Course materials will be posted on the Community Leadership Placement website. **Please thoroughly read through all resources made available on the Community Leadership Program (CLP) website: <http://clp.nipissingu.ca>.**

Important updates/communications will be shared using Nipissing University accounts only (student12345@community.nipissingu.ca) and it is the responsibility of the student to check their email accounts regularly and communicate any concerns with your Placement Officer immediately.

COURSE EVALUATION – SUMMARY

STUDENTS MUST OBTAIN A MINIMUM of 75% OVERALL TO OBTAIN A SATISFACTORY GRADE

ENTRANCE DOCUMENTS	COMMUNITY LEADERSHIP PLACEMENT COMMITMENT	EXIT DOCUMENTS
<p>Clearance Credentials - 10% Placement Orientation Meeting Police Vulnerable Sector Check Workplace Health and Safety Concussion Training ACS Training OHR Training Due: September 19th, 4pm</p> <p>One-Page Profile – 5% Due: Within one week of beginning field hours</p> <p>Onboarding Assignment – 5% Due: Within one week of beginning field hours</p> <p>Proposed Timeline – 5% Due: Within one week of beginning field hours</p> <p>Placement Agreement – 5% Due: Prior to beginning placement hours but no later Oct 3rd, 4pm</p> <p>Total Marks – 30%</p>	<p>25% for successfully completing 50 field hours. Due: Hours must be completed by April 7th, 2026</p> <p>Midpoint Reflection - 10% Due: at midpoint of hours noted in the proposed timeline.</p> <p>Total Marks –35%</p>	<p>Digital Portfolio – 10% CLP Report and Time Tracking Sheet– 10% Formal Evaluation – 10% Host Acknowledgement – 5%</p> <p>Due: Within two weeks of completing placement commitment or April 7th, 2026 (whichever occurs first)</p> <p>Total Marks – 35%</p>

COURSE EVALUATION – DETAILED DESCRIPTION

SCHEDULE AND FORMAT

PHED 3106 runs from September 2nd, 2025 and April 7th, 2026 and students are expected to be available to complete their required 50 hours between these time frames in addition to virtual meeting requests made by the program Placement Officer. Schedules will be determined between the student and placement host.

PLACEMENT MATCHING PROCESS

Students registered in PHED 3106 may select one of two routes:

Assigned placement

Self-Initiated placement

Students may request to be assigned to a placement role with a local partner agency listed within the PHED placement directory, or they may propose (or self-initiate) a role that is supported by a host who has agreed to mentor and evaluate the student's efforts. Shortly after registration in PHED 3106, students will be asked which route they wish to select. This is the first step in the placement matching process.

Assigned Placements

The following policy applies to placements assigned through the PHED 3106 placement directory for the 2025–26 academic year. Policies for subsequent academic years will be communicated at the start of each year.

A student who wishes to be assigned a placement should review all postings listed within the PHED placement directory. If a role is of interest, the student should communicate their interest in a particular placement to the placement office. An orientation meeting with the placement officer is required to discuss placement goals and determine a match with a suitable host partner. Some placement hosts may not accept students at various times. As such, flexibility may be required, and a backup choice is recommended. Some sectors involving roles in healthcare and rehabilitative science settings may limit the number of learners able to observe clinicians. This may result in a competitive process and/or being placed in a role that isn't the student's first choice.

High-Demand Placements

Certain placement sectors - particularly clinical placements and senior high school placements - have more applicants than available placements. These are considered competitive placements.

Assignments to competitive placements will be based on the following criteria:

- Completion of all placement clearance requirements (vulnerable sector screening, human

rights and AODA training, concussion education, Ministry of Labour safety awareness training, and completion of the placement orientation)

- GPA
- Cover letter and resume
- Con Ed Status (for high school placements only)

Note: If multiple students meet all criteria equally, final assignment decisions will be made by the Director of the School of Physical and Health Education (SPHE) based on availability, timing of application, or professional judgment.

Options for Students Not Awarded One of Their Top 3 Placements

Students who are not assigned to one of their top three choices for competitive placements must:

- Select a local, vacant role from the PHED placement directory
- Propose a self-initiated placement in their home community
- Discuss alternative opportunities with the Placement Officer, including remote or non-local placements

Communication of Placement Outcomes

Students will be notified of placement assignments via email by the Placement Officer. Any questions about the assignment process or placement options can be directed to the Placement Office.

Requests for local placement assignments will be accepted until **September 19th, 2025**. Following this date, students retain the option of submitting proposals for self-initiated placements.

Self-Initiated Placements (Local and Non-Local)

Students who wish to self-initiate a placement will assume the responsibility of connecting with an appropriate host, discussing, and agreeing upon a placement role that provides the student with an optimal professional experience. The host may be a former teacher, coach, clinician, or supporter. Ideally, the host is someone who can support a student's goal of furthering their knowledge in a professional sector. The host may be someone the student knows. However, a host must be able and willing to provide constructive, unbiased feedback. The host must not be an immediate family member.

When a student decides to self-initiate a placement, the Placement Officer provides a specific form used to submit the proposal. The role is submitted for approval, and the student's proposed host is contacted to verify their ability to supervise placement efforts. They may also be asked to provide information to satisfy the university's insurance policies. **All self-initiated**

placements in PHED 3106 are subject to approval through the School of PHE and must take place in Canada. Virtual placements proposals may also be accepted.

Students who chose to self-initiate a placement must ensure that the proposed placement meets the following guidelines:

The placement meets academic and career goals;

The placement role is aligned with the program curriculum;

The scope of the role and associated responsibilities are appropriate for the level of study;

Placement host contact information is available;

Placement host is an acceptable mentor, available to guide and support student throughout the duration of the 50 hour requirement;

Placement host is not immediately related to the student;

Placement is an unpaid position;

The student is not employed, or has not been employed with proposed placement location;

The student has not already completed a placement with the proposed agency or group unless there is clear evidence the opportunity will be a new/different experience and will allow the student to gain additional competencies;

Placement demonstrates a benefit not only to the student, but to the community in fulfilling a true organizational need.

Proposals for self-initiated placements will be accepted until Friday, Oct 3rd, 2025 at 4pm.

Approval of Self-Initiated Placements:

All proposals require approval by both the SPHE Director and the Placement Officer. Approval will be based on alignment with program learning objectives, availability of supervision, and feasibility.

ENTRANCE DOCUMENTS

Clearance Credentials – 10% Due Friday Sept. 19th, 2025, by 4pm

Submission Guidelines – upload all clearance documents via secure MS webform. A link to this webform is found on the placement website (clp.nipissingu.ca). Please contact your Placement Officer if you are unsure how to access the form.

Clearance documents need to be completed successfully and submitted to the Placement Officer **before students begin their field hours**. Students will be provided with a link to a **secure e-form to upload their clearance credentials electronically**. Students are unable to contribute to their 50-hour requirement outside the placement dates of Sept 2nd, 2025 and April 7th, 2026, and can only begin once approved; therefore, it is imperative that deadlines for submissions are met. **Student placements will be cancelled, and students will be withdrawn** from the course if the required Clearance Documents are not successfully complete and **submitted by 4:00 pm by Friday, Sept 19th, 2025**. No exceptions.

Students should note that select PHED Placement Partner agencies require additional, job specific training. This training is outlined by the partner agency (e.g. WHMIS, Non-Violent Intervention Training). Placements with our clinical partners, including in-person placements in healthcare and the vulnerable sector require proof of vaccines recommended by the Government of Ontario, including the Covid_19 vaccine. Any additional training, documentation or vaccine requirements required will be communicated to students.

PHED Placement Clearance Credentials include:

MANDATORY PHED Placement Orientation Meeting

Students must attend one in-person OR virtual orientation seminar meeting with their placement officer PRIOR to September 19th. Meeting times are available Mon-Friday 8:30am to 4pm, beginning the week of August 18th. Students are responsible for connecting with their Placement Officer to book their orientation meeting. Orientation meetings are 20 minutes in length, and provide an opportunity to clarify placement expectations and goals. To arrange a meeting, use the booking link in the Placement Officer's email signature, or email jenniferb@nipissingu.ca with the following heading "orientation meeting request" please also include blocks of time that are most convenient to meet.

MANDATORY Police Vulnerable Sector Check (PVSC)

An **original**, clean PVSC completed within the last 12 months must be uploaded to the PHED clearance form. A scan, or CLEAR photo of each page of the document will be accepted. Failure to provide this documentation by the deadline will result in the cancellation of placement and withdraw and/or fail from the program. Exceptions will not be made. Students will be provided with a PVSC screening requisition by email from their Placement Officer upon request. Some police detachments will not provide screening without proof of the request originating from the school. Any costs associated with the PVSC are absorbed by the applicant. Typical cost for a PVSC varies from region to region, however \$50-\$75 is considered typical. Individual timelines for processing can vary, and in some cases it can take up to 4-6 weeks for a request to be complete. **Initiating this process should be a priority.** Students registered in Education placements should connect with their Education Placement Officer about the timing of their police check.

MANDATORY Ministry of Labour Work Place Safety Module

Ministry of Colleges, Universities, Research Excellence and Security (MCURES) provides an insurance coverage program for BPHE students at Nipissing University when completing unpaid work placement through the Workplace Safety and Insurance Board (WSIB).

Ministry of Labour 4-step work and safety module is required by WSIB. This safety module will take approximately 45 – 60 minutes to complete, and must be done in one sitting.

The Training module can be found [here](#) or by entering: <http://tinyurl.com/safetymodule>

Proof of Completion certificate will be issued once the module is successfully done. **Keep a copy of the certificate for your records as there will not be one stored online by the Ministry.**

MANDATORY Concussion Training

Most students will complete concussion education in previous courses, for example, in PHED 1037; however, here are some alternative ways to complete the training:

The Making Headway National Coaching Certification Program (NCCP) module found [here](#), will allow students to complete their training.

The student is responsible to arrange approved training to complete this requirement.

Students may also verify their concussion education status as a member of Nipissing University Varsity Athletics

MANDATORY Accessible Customer Service Training

The Accessibility for Ontarians with Disabilities Act (AODA) is the law that sets out a process for developing, implementing, and enforcing accessibility standards. Government, businesses, non-profits, and public sector organizations must follow the standards. Accessibility laws and standards help to reduce and remove barriers and make Ontario more inclusive for everyone. All employees and volunteers working in Ontario, whether they are paid or unpaid, full-time, part-time or contract positions are required to complete this training.

The training module is found here: <http://accessforward.ca/newado/csstandardmodule/>

MANDATORY Ontario Human Rights Training

The training module is found here: <https://www.ohrc.on.ca/en/learning/working-together-code-and-aoda/certificate-version>

Students should ensure they select the 'certificate version' of this training.

OPTIONAL CPR Level C & Standard First Aid

Only required if the placement agency requires this training. Students should be made aware that many placement partners in rehabilitative/allied health do require this credential and should ensure they maintain up to date certifications in CPR C/SFA.

Training may be completed by any nationally recognized provider such as; Red Cross, or St. John's Ambulance, but must involve a face-to-face component to the training.

Students are responsible for coordinating training, and must absorb all associated costs.

Students can [click here](#) for more information on Red Cross, or [here](#) for St. John's Ambulance.

Acknowledging that additional costs are involved for this training, students who do not wish to secure this credential will be offered a placement that does not require it.

ENTRANCE DOCUMENTS CONT.

One Page Profile – 10%

The one-page profile assignment will assist in introducing you to your placement community. Students report that including a brief description of their strengths, goals and a description of how they like to be supported helps foster positive experiences and relationships within their placement workplaces. The completed one-page profile document will be shared with each

student's placement host community (school, clinic, etc). Detailed instructions, an exemplar and rubric for the one-page profile assignment is available at clp.nipissingu.ca

Due: Within one week of beginning field hours

Submission Guideline: Submit assignment via email to jenniferb@nipissingu.ca

Proposed Timeline – 5%

Students must supply a copy of their proposed placement schedule to both their Placement Host and their Placement Officer prior to their first day of placement. A template, detailed instructions, and exemplar for the assignment is available at clp.nipissingu.ca.

Due: Within one week of beginning field hours

Submission Guideline: Email the timeline assignment to Placement Officer (jenniferb@nipissingu.ca) and ensure placement host is cc'd with email.

Onboarding Assignment – 5%

This assignment is designed to help students become familiar with their field placement setting, including workplace expectations, safety procedures, staff roles, and daily operations. Detailed instructions are available at clp.nipissingu.ca.

Due: Within one week of beginning field hours

Submission Guideline: Complete the assignment via web form linked on the placement website (clp.nipissingu.ca)

Placement Agreement – 5%

Once a student has been matched with a placement agency, either through assignment or self-initiated role, both the student and host must sign the **CLP Placement Agreement Form (5%)**.

This form must be submitted prior to any work experience hours taking place.

Students are strongly encouraged to request an initial meeting with their host prior to signing the placement agreement.

Initial Host Meeting: Arranged by the student

Once a student has been approved for placement, they are required to connect with their host supervisor to arrange a meeting (face-to-face, phone, video chat).

Hosts may have additional information/forms required to be complete by the student. Should any questions arise, the student may reach out to the Placement Officer.

The initial meeting **does not count toward your 50 hour** workplace experience.

Due: Within one week of beginning field hours.

Submission Guideline: Email the agreement to Placement Officer (jenniferb@nipissingu.ca) and ensure placement host is cc'd with email.

COMMUNITY LEADERSHIP PLACEMENT COMMITMENT

Field Hours – 25%

Minimum of 50 hours of work placement with an approved placement host is mandatory for successful completion of this course. Failure to meet placement expectations and responsibilities will result in an overall grade of zero for this section and a 'fail' for the course. All hours must be accounted for using the timesheet template provided on the placement website, and all hours will be confirmed by your placement host.

Placement hours will be coordinated between the student and placement host, with assistance from the Placement Officer when needed. Placement hours can take place at any time, on any date within the semester. It is important to share your academic calendar and unavoidable prior engagements with your placement host to avoid overlaps. Students are expected to be flexible and accommodating to reach the needs of the placement host whenever possible.

Mid Point Reflection – 10%

A midpoint reflection offers a check point to ensure students are meeting their experiential learning objectives. The reflective process is unique to each student. As such, the midpoint reflection will take the form of a video or audio file, a vlog or a face to face meeting with the Placement Officer. Detailed instructions for the mid-point reflection assignment are available at clp.nipissingu.ca.

Due: At the midpoint of the placement (25 hours) as indicated in the proposed timeline assignment.

Submission Guideline: Submit assignment via email to jenniferb@nipissingu.ca

EXIT DOCUMENTS

Experiential Learning in its simplest form is described as, "learning through experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking" (Lewis and Williams, 1994). PHED 3106 students will be required to complete several Exit Documents to reflect upon their experiential learning experience.

Digital Portfolio Assignment – 10%

Due: within two weeks of completing the required 50 hours, but no later than 4:00 pm on April 7th, 2026.

Submission Guidelines: Submit assignment via email to jenniferb@nipissingu.ca

The digital portfolio should be considered a visual representation of who you are as a professional. This includes information one would find in a resume, in addition to documents, photos or certificates that highlight your specific areas of interest.

Consolidation of a student's involvement in an experiential learning placement, class work and professional development should be highlighted clearly in a professional portfolio.

Students can choose to create their Digital Portfolio using a variety of methods such as, but not limited to public or personal sharing tools such as:

Personal Website (Free development tools - Canva, Weebly, Smore, Wix etc.)

Document sharing software (Google Docs, etc)

PowerPoint/Keynote, etc.

Preferred digital platform

Students need to be cognizant of the information they are choosing to share should they select a public facing tool (e.g., website) to share their information. Some students opt out of including personal address/phone numbers etc. Reducing private information will not hinder final grades.

Digital Portfolios will continue to be developed, and students may choose to add their efforts into PHED 4106 and beyond. Assignments that do not meet a sufficient professional standard will be returned to students with a grade of zero.

Things to include in a Digital Portfolio:

Introductory Statement: statements should contain elements of professional competencies (e.g., leadership, written/verbal communication skills, organization and critical thinking skills) and career goals. Reflection on personal and professional goals can be included to add depth to your portfolio and more information for your reader.

Experiential Learning Philosophy: Your philosophy should extend your thinking about experiential learning, its meanings, and its applicability. There are significant relationships between what is put into an experiential learning experience, and what is taken from an experiential learning experience.

Philosophy will range from 100 to 250 words

Integrate theory, research, and/or professional practice

Stay on topic

Demonstrate proper spelling, grammar and scholarly tone

"Proof of" Professional & Personal Achievements

Work and volunteer experience, certifications, trainings, quotes from reference letters, images etc. should all be considered.

The reader should gain a sense of who you are when viewing a portfolio.

What are your goals? What specific skills do you possess? How have you been involved with your community? What are your future academic/career goals?

CLP Report and Final Time Tracking Sheet – 10%

Due: within two weeks of completing the required 50 hours, but no later than 4:00 pm on April 7th, 2026

Submission Guidelines: Submit assignment to jenniferb@nipissingu.ca

Students should use the time tracking sheet located on the CLP website.

The CLP Reflection will allow you to react, discuss, and explore your feelings, knowledge and community issues/ideas.

This is not a diary and students should show an application of knowledge and growth based on their assigned placement.

Things to consider:

What did you do? – duties, personal tasks, specific projects

Your reaction to what you did – positive improvements, troubles, areas of development

How is your placement relevant to your academic and professional goals?

What have you learned about community or social issues?

Has something inspired you to make or suggest change?

Did you have any assumptions or stereotypes leading to your placement?

What has been challenging? Easy? Unpredicted? Surprising?

What have you learned about yourself?

What professional competencies did you use, develop, and/or improve on? (Communication skills, conflict resolution, teamwork, time management, prioritizing etc.)

Any other comments you may have – be honest and write freely

CLP Reflections must be a minimum of 2 pages, with regular spacing and fonts no larger than 12pts.

It is recommended you make notes after each shift, so you do not forget any key components to your placement experience.

Be creative!

Evaluation – 10%

Due: within two weeks of completing the required 50 hours, but no later than 4:00 pm on April 7th, 2026.

Submission Guidelines: Request that your host emails the document to Jennifer Buell directly.

Evaluation forms can be found on the CLP website and email reminders will be sent to both students and hosts.

Ideally, placement hosts will communicate results with students; however, they can choose to send the completed form to the student for review, review results in person with the student, or send the completed evaluation directly to the Placement Officer. Regardless of which scenario your placement host chooses, it is your responsibility to ensure the completed evaluation is submitted on time by communicating this need when your hour requirement is completed.

Host Acknowledgement – 5%

A thank you letter to your placement host is not only a nice gesture, but also proper business etiquette. Prior to your last day of placement, please take the time to thank your host (and host organization) for allowing you to complete your placement.

Things to consider:

Include what you have learned, and how you plan to use this knowledge in your future.

An email is typically the easiest method; however, a handwritten thank you card is considered a professional standard.

It is important to the School of Physical and Health Education to ensure each host is acknowledged for their time and support of your progress. Please include a scanned attachment, or forward a copy of the email to jenniferb@nipissingu.ca for your Placement Officer to include in your exit documentation.

Please note that gifts or remuneration provided to your host is not expected or required. In fact, some professional codes of conduct restrict professionals from being able to accept personal gifts as an acknowledgement of their support.

If a student concludes their field learning and feels a thank you note to their host is not appropriate or warranted, they are asked to submit a **Constructive Feedback Report**. This brief, one page report invites students outline key learnings, and provide respectful, actionable feedback to help improve an agency's support of future placements. Reports will be submitted to the course faculty member (Dr. Hay) and may be shared with the placement host as appropriate.

TIMELINES AND IMPORTANT COURSE DATES:

Friday, Sept 19th, 2025	Deadline for Request for PHED placement assignment . Beyond this date, students will have until Oct 3rd to follow self-initiated placement proposal guidelines Last day to submit PHED Placement Clearance Credentials .
Friday, Oct 3rd, 2025	Last day to submit Placement Proposal (for self-initiated placements). Please connect with your placement officer directly regarding proposal process and guidelines.
Placement Midpoint	Midpoint reflection due

Tuesday, April 7th, 2026	Placement Exit Assignments due within two weeks of placement being completed OR April 7 th , 2026 (whichever comes first)
--	---

Course Notices

This course outline contains all pertinent information and expectations for PHED 3106.

ATTENDANCE

Punctual and regular attendance during work placement is essential for successful completion of this course. This applies to in person or virtual placements. Missing just one day of placement may negatively impact your evaluation. Please take responsibility of your attendance and notify your placement host in advance of any unavoidable absences or technology barriers that may restrict your participation. It is your responsibility to make up any lost hours if an absence interferes with the required 50 hours you must achieve to successfully complete the course. In the case of medical absences, documentation may be requested by your placement host and/or instructor.

PROFESSIONALISM

The Bachelor of Physical & Health Education Program is a professional preparation program. Upon graduation you will possess skills, attitudes and knowledge to become a leader in the field, assisting others to live healthy, active lives. It is expected that you will behave in a professional manner in all that you do while at Nipissing University. You are ambassadors and positive role models on and off campus. Make every effort to represent Nipissing University, the BPHE program, and most importantly, yourselves, in a way that demonstrates your readiness to become a professional. This includes the way you choose to represent yourselves in social media. Be cognizant of the fact that whether your proper name is used or not, people and employers may have access to seeing the way you are represented on social media that you believe to be 'private'.

Professionalism means:

Written and verbal communications with peers, professors and staff are positive and respectful.
Being responsible for your actions and academic work.

Being respectful of your host placement and instructor, and avoiding the use of electronic communications/tools unrelated to your course or workplace assignments.

Respecting and being open to the views and opinions of others.

Actively being engaged in all activities, assignments and responsibilities outlined by PHED 3106.

Students are expected to be punctual, prepared and actively involved in all assignments provided by the instructor and placement host.

Course information, including this document, are made available on the Community Leadership

Placement (CLP) website. Students are responsible for reviewing information to be prepared for seminars and to complete requirements of the course.

Submission of documents must be sent to the PHED Placement Officer by email: jenniferb@nipissingu.ca and must be sent from Nipissing University accounts only. Information coming in from other email accounts may get deleted and/or sent to SPAM folders. It is not the responsibility of the instructor to search for missing documentation. It is important to save all documents as PDF, and name the files using the following format: Student Name, Assignment Name, Course code - e.g., BuellJenniferLogBook3106.pdf

Students are responsible for keeping back-up copies of all documentation for this course. If original hard copies have been submitted, students should take a picture or scan of the item before submission.

Late submissions will not be accepted without appropriate accommodations being discussed in advance. Approval for late submissions is discussed between the student and instructor and will be determined on a case-by-case basis. Computer/internet/email problems will not be considered as reasonable excuses.

Submitted work will not be returned to the student; however, should a student choose, they can request a meeting with their instructor at any time to discuss course progress, results etc.

All of the components for evaluation must be completed in order to gain credit associated with this course. Assignments have identified due dates. Work must be submitted on time. Extensions must be negotiated prior to the due date and will only be considered in cases of extenuating circumstances at the discretion of the instructor.

Students are expected to keep a copy of the course outline for their own records. The School of PHE is not obligated to provide a copy at a later date.

Should a student be offered compensation for their efforts at the host placement, this must be arranged as an employment offer between the placement host and the student directly and will void their contributions needed for the course.

Supporting Students

Your success and well-being are important. If you find yourself struggling while at Nipissing University and it is having a negative impact on your academic progress, success, or mental health, please be aware there are many supports available to help through Student Development & Services (SDS). Academic writing, math and science supports; peer tutoring; individualized accommodations for students with disabilities; personal or group counselling;

and sexual violence prevention and education awareness, are only a few of the support services aimed at helping you succeed.

SDS also works closely with faculty to support your success while in class. One of the ways this is done is through Student Retention Alert. Student Retention Alert is an early alert referral system that allows faculty and staff to identify a concern regarding your academic progress or well-being and connect you with resources or support services on campus. You are under no obligation to follow through with a referral unless you want to; it is your choice unless otherwise stated (i.e. a breach of the Code of Student Rights and Responsibilities). Student Retention Alert does not affect your academic standing, transcript, or overall academic record and your information is kept private and confidential; it is only accessible to authorized University personnel who will reach out to you to see how they can help.

For more information or to reach out for support contact:

Student Development and Services

Visit <https://www.nipissingu.ca/sds> or email sds@nipissingu.ca

Student Retention Alert

Visit www.nipissingu.ca/nusuccess or email nusuccess@nipissingu.ca

Course Policies

1. Policy for Recording of Lectures/Materials

Students with disabilities have permission to audio record and, based on the terms defined in fair dealing use the material "for purposes of private study, research, criticism [or] review" (CIPO, 2011). However, the information contained in the audio-recorded lecture is still protected under federal and international copyright legislation and, therefore, may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer. For further details please see:

[https://www.nipissingu.ca/sites/default/files/2024-09/Recording Course Content Policy May 2024.pdf](https://www.nipissingu.ca/sites/default/files/2024-09/Recording%20Course%20Content%20Policy%20May%2024.pdf)

2. Evaluation and Grading System

For undergraduate courses, please refer to:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=12&chapterid=817&topicgroupid=4019>

For graduate courses, please refer to:

<https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=12&chapterid=822>

3. Academic Integrity

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, impersonation and the presentation of altered or falsified documents. Penalties for dealing with such offences will be strictly enforced. For further details refer to: <https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=12&chapterid=817&topicgroupid=4023>

4. Student Appeals and Petitions

For information on Appeals and Petitions please refer: <https://academiccalendar.nipissingu.ca/Catalog/ViewCatalog.aspx?pageid=12&chapterid=817&topicgroupid=4022>

5. Student Rights and Responsibilities

Nipissing University is dedicated to cultivating a campus community where students thrive academically, socially, and personally. For further details please see: <https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

6. Student Development & Services (SDS)

Supports for every learner are available to help ensure your success at Nipissing University. For full details please refer to: <https://www.nipissingu.ca/departments/student-development-and-services/student-rights-responsibilities>

7. The Harris Learning Library To access the online portal please refer to: <https://www.nipissingu.ca/library>.

QUESTIONS?

Connect with Jennifer Buell directly, jenniferb@nipissingu.ca