



NOTICE OF MEETING

**There will be a meeting of the
ACADEMIC POLICY COMMITTEE**

**Thursday, September 17, 2026 at 9:00am-10:30am
Location: Room 209 ASSUMPTION HALL or via MS Teams**

AGENDA

- 1 Approval of Agenda**
- 2 Minutes of meeting of May 20, 2026**
E-vote of June 26, 2026APC260520M-Approval
APC250903E- Information
- 3 Business arising from the minutes**
- 4 Outstanding business**
- 5 Reports/New Business**
 - 5.1 Academic Policy Committee Mandate****Isabelle Barrette-Ng-Information**
APC260917-5.1
 - 5.2 Establishing Lead Readers for Annual Reports****Isabelle Barrette-Ng-Information**
APC260917-5.2
 - 5.3 APC Subcommittee on Policy Review****Isabelle Barrette-Ng-Approval**
APC260917-5.3
 - 5.4 English Language Proficiency Requirements -
Revisions (Exemptions)****Sue Holiga-Approval**
APC260917-5.4
 - 5.5 English Language Proficiency Requirements –
Revisions (TOEFL)****Jess Dixon -Approval**
APC260917-5.5
 - 5.6 Residency Requirements - Revisions****Renée Wintermute-Approval**
APC260917-5.6
- 6 Question period/Other business/Open Discussion**
 - 6.1 Update on Existing APC Subcommittees****Isabelle Barrette-Ng-Information**
APC260917-6.1
- 7 Adjournment**

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' items will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

**University of Windsor
Academic Policy Committee**

5.1: **Academic Policy Committee (APC) Mandate**

Item for: **Information**

The Mandate of the Academic Policy Committee (APC), as set out in Senate Bylaw 3, is to make recommendations to Senate policies dealing with students, admissions and enrolment management, teaching and learning, instructional development, and for making recommendations to Senate with respect to the annual budget, and promotion, tenure and renewal standards development.

Starred Items: As per the June 3, 2004 Senate meeting, 'starred' item will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

Excerpt from Senate Bylaw 3:

Academic Policy Committee

1.2.2 Academic Policy Committee

1.2.2.1 Membership (The total number of members is seventeen):

- Provost and Vice-President, Academic (or designate).
- Vice-Provost, Teaching and Learning (or designate).
- eleven faculty members, at least three of whom shall be members of the Senate, with one of the Senate faculty members serving as Committee Chair, and should include the following:
 - one faculty member from each of the Faculties of Business Administration, Education, Engineering, Law, Human Kinetics, Nursing, Science, and Graduate Studies.
 - two faculty members from the Faculty of Arts, Humanities and Social Sciences, one to be selected from Social Science disciplines and one to be selected from Arts/Humanities disciplines.
 - one librarian.
- four students (one graduate, one part-time undergraduate, two full-time undergraduates).

1.2.2.2 Terms of Office: two years for faculty/sessional lecturers and librarian members, one year for students. Terms shall be staggered so that one-half of the faculty members are elected each year.

1.2.2.3 Terms of Reference: The Committee is responsible for recommending to Senate policies dealing with students, admissions and enrolment management, teaching and learning, instructional development, and for making recommendations to Senate with respect to the annual budget, and promotion, tenure and renewal standards development. Specifically, it is responsible to Senate for:

- 1.2.2.3.1 recommending policies on all matters dealing with general standards of admission for high school graduates, for adult students and for students transferring from other institutions;
- 1.2.2.3.2 recommending policies designed to meet the teaching, learning, and evaluation needs of the University community, including full and part-time undergraduate and graduate students;
- 1.2.2.3.3 recommending policies on all matters dealing with library service delivery, facilities, regulations and practices having academic implications;
- 1.2.2.3.4 recommending policies on all matters dealing with the recruitment and retention of students, particularly those in the designated groups;
- 1.2.2.3.5 recommending policies dealing with the development of an hospitable climate and opportunities for achieving educational equity for both students and faculty;
- 1.2.2.3.6 recommending policies relating to student awards, scholarships, and/or bursaries;
- 1.2.2.3.7 presenting to Senate its annual review of tuition and ancillary fees, the operating budget and the budget process ensuring that the decisions of Senate have been given due consideration;
- 1.2.2.3.8 informing and/or making recommendations to Senate on policies mandated by external bodies that impact academic policy.
- 1.2.2.3.9 presenting (including making recommendations, if any) to Senate its review of reports from areas or bodies with mandates that fall within the jurisdiction of the Committee, including but not limited to student academic integrity, student affairs, international affairs, the Centre for Teaching and Learning, information technology, the Leddy Library, and the Office of Student Awards and Financial Aid.

**University of Windsor
Academic Policy Committee**

5.2: Establishing Lead Readers for Annual Reports

Item for: **Information**

As part of its mandate, APC reviews annual reports from a number of areas to ensure that policies and practices contained in the reports fulfill the University of Windsor's Strategic Plan foundational commitments and priorities.

Foundational commitments:

1. Establishing and Implementing an Institutional Data Strategy
2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration
3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces
4. Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement
5. Telling Our Stories and Sharing Our Knowledge
6. Improving Institutional Processes and Coordination of Services

Strategic Priorities:

1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity
2. Advancing the Journey toward Truth and Reconciliation
3. Becoming an Increasingly Equitable, Diverse, Inclusive and Just University
4. Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone
5. Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus
6. Generating Local and Global Impact through Partnership and Community Engagement

At its first meeting of the academic year, one Committee member will be identified as the lead reader for each of the reports listed in the table. The lead reader will review the report thoroughly in advance of the APC meeting to (1) either determine that the report is complete or identify the required additional material, (2) ensure that the report addresses the University's strategic plan priorities, and (3) ensure that the report is in the required format. In addition, after the report is presented at the APC meeting, the lead reader will have the first opportunity to respond to the report authors on behalf of the APC.

ANNUAL REPORT	DATE	DUE DATE
Student Awards and Financial Aid Chris Lanoue and Julie Klinard, Marie Hawkins Lead Reader:	Wednesday, October 21, 2026	Wednesday, October 7, 2026
Experiential Learning (Kristen Morris) Lead Reader: Chitra Rangan	Thursday, November 19, 2026	Thursday, November 5, 2026
Centre for Teaching and Learning (Jessica Raffoul) Lead Reader: Gina Pittman	Wednesday, December 9, 2026	Wednesday, November 25 2026
Leddy Library (Selinda Berg) Lead Reader: Kristina Nikolova		
Global Engagement (Chris Busch) Lead Reader:	Thursday, January 14, 2027	Wednesday, December 23 2026
No Annual Reports	Wednesday, February 10, 2027	Wednesday, January 27, 2027
No Annual Reports	Wednesday, March 24, 2027	N/A

Proposed Tuition/Ancillary Fees/Budget (Maria Campagna and Rachel McRae)	Thursday, April 8, 2027	N/A
Operational Budget (Maria Campagna and Rachel McRae, Andrew Kuntz, John Dube)	Thursday, May 13, 2027	Thursday, April 29, 2027
Office of Student Experience (Shetina Jones) <i>Lead Reader: Jacqueline Stagner</i>		

**University of Windsor
Academic Policy Committee**

5.3: APC Subcommittee on Policy Review

Item for: **Approval**

MOTION: That an APC Subcommittee on Policy Review be established to review Senate Policies and recommend any revisions or updates, if deemed necessary.

Proposed Membership:

Isabelle Barrette-Ng (Science)
Chitra Rangan (Associate Dean, Graduate Studies)
Jessica Raffoul (Director Teaching and Learning)
Henrique Géa (University Registrar)
Renée Wintermute (University Secretary)
Alison Zilli (Associate University Secretary)
Additional Member TBA

Proposal

- It is being proposed that an APC Subcommittee be established to conduct a comprehensive review of existing Senate policies that have not been reviewed within the past five-years or more.

Rationale

- The University Secretariat is responsible for developing, monitoring, and implementing a program of policy review and management for university-level bylaws and policies, working with the appropriate individuals, offices, and governance bodies to ensure that policies are reviewed regularly and updated as needed.
- Best practice requires that each policy and procedure be reviewed, at a minimum, every five years, unless a different review period is specified within the document.
- A scheduled review does not necessarily mean that a policy requires revisions; rather, it provides an opportunity to determine whether the policy remains current, appropriate, and effective, and whether updates are needed
- Where revisions are identified through the review, they will proceed through the appropriate Senate approval process.
- Where the review concludes that no revisions are necessary, confirmation of the review and its outcome will be provided to the University Secretariat.
- See attached.

Policy	Established	Last Reviewed/ Amended	Next Review
1. Academic Accommodation for Students with Disabilities	Nov. 23, 2004	Jul. 17, 2017	2026–2027
2. Acceptance of Medical Notes from Regulated Health Care Professionals	Apr. 12, 2013	May 22, 2020	2026–2027
3. Accepting Secondary/Home Schooled Students into a University Course	Apr. 12, 2013	Apr. 10, 2015	2026–2027
4. Admission Requirement Changes Affecting High School Curricula	May 12, 2004	Apr. 10, 2015	2026–2027
5. Admission to Degrees in Course	Feb. 17, 2004	Apr. 10, 2015	2026–2027
6. Admissions for Mature Students (Undergraduate)	Dec. 14, 1965	Feb. 12, 2016	2026–2027
7. Advanced Standing and Credit Transfer	Dec. 18, 1964	Dec. 10, 2021	2026–2027
8. Auditing Courses	Jun. 7, 2006	Apr. 10, 2015	2026–2027
9. Authorship	Feb. 24, 1988	Apr. 10, 2015	2026–2027
10. Certificate Programs	Apr. 15, 1982	Mar. 8, 2013	2026–2027
11. Conflict of Interest or Commitment	Nov. 1, 1999	Oct. 9, 2015	2026–2027
12. Course Equivalency	Dec. 17, 1997	Jan. 9, 2015	2026–2027
13. Course Numbering	May 26, 2017	Apr. 12, 2019	2026–2027
14. Early Release of Degree, Certificate and Diploma Parchments	May 5, 2009	Oct. 6, 2010	2026–2027
15. English Language Proficiency Requirements	1963–1964	Feb. 11, 2022	2026–2027
16. Exemptions	Mar. 9, 2010	Apr. 10, 2015	2026–2027
17. Faculty Duties and Responsibilities	Apr. 1, 1971	Apr. 10, 2015	2026–2027
18. Graduate Studies Policy on Plagiarism	Mar. 11, 2009	Apr. 10, 2015	2026–2027
19. Guidelines for the Establishment of Co-op Programs/Changes to Co-op	Jun. 6, 2007	Apr. 10, 2015	2026–2027
20. Policy on Integrated Undergraduate/Graduate Degree Programs	Jan. 8, 2021	N/A	2026–2027
21. Minimum Number of Days Between the Last Day of Classes and the Beginning of the Final Examination Period	Jun. 4, 2003	Apr. 10, 2015	2026–2027
22. Minors	Dec. 17, 1997	Mar. 13, 2015	2026–2027
23. New Beginning	Jun. 11, 2009	Apr. 10, 2015	2026–2027
24. No Force Policy	May 30, 2001	Apr. 10, 2015	2026–2027
25. Off-Campus Examinations	1980–1982	Apr. 10, 2015	2026–2027
26. Open Access	May 8, 2015	N/A	2026–2027
27. Plagiarism-Detection Software	Jun. 9, 2005	Dec. 11, 2015	2026–2027
28. Reservists	Apr. 11, 2007	Apr. 10, 2015	2026–2027
29. Posting Course Offerings Online (Reliable Scheduling)	Oct. 12, 2001	Apr. 10, 2015	2026–2027
30. Recording Lectures	Feb. 14, 2020	N/A	2026–2027
31. Residency Requirements	1986–1988	Jan. 1, 2019	2026–2027
32. Role of Sabbaticants in University Governance	Apr. 14, 2004	Apr. 10, 2015	2026–2027
33. Senate Academic Continuity Policy	May 31, 2024		2026–2027
34. Senior-Level Course Requirements	Dec. 17, 1997	Apr. 10, 2015	2026–2027
35. Special Student Status	Mar. 10, 2017	N/A	2026–2027
36. Statement of Principles on Educational Resources for Courses	Nov. 11, 2016	N/A	2026–2027
37. Student Exchange Programs	Jan. 29, 2002	Apr. 10, 2015	2026–2027
38. Tabula Rasa for Liberal Arts and Professional Studies	Dec. 5, 2017	Mar. 9, 2018	2026–2027
39. Undergraduate Course Overload	1979–1980	Apr. 10, 2015	2026–2027
40. University Access to Student Emails	May 10, 2013	Apr. 10, 2015	2026–2027
41. Web Calendars	Jun. 3, 2004	Apr. 10, 2015	2026–2027

**University of Windsor
Academic Policy Committee**

5.4: Policy on English Language Proficiency – Revisions

Item for: **Approval**

MOTION: That the proposed revisions to the Policy on English Language Proficiency Requirements be approved.

Proposed Revisions:

[revisions are in bold and strikethrough]

A. Exemptions

The English Language Proficiency (ELP) requirement may* be waived for applicants who have completed:

- (a) at least three consecutive years of full-time study in a recognized secondary school (undergraduate) including the satisfactory completion of English 12U (or equivalent) within the past two years; or,
- (b) **at least two consecutive years of full-time study in a recognized secondary school (undergraduate) with Canadian permanent resident status, including the satisfactory completion of English 12U (or equivalent) within the past two years; or,**
- (c) at least two consecutive years of full-time study in a post-secondary institution where the primary language of instruction is English within the past two years (undergraduate); or,
- (d) an undergraduate or graduate degree where at least two consecutive years of full-time study was instructed primarily in English within the past two years (graduate) in an English language speaking countries (see list of exempt countries for graduate applicants – <https://www.uwindsor.ca/graduate-studies/346/admission-requirements>).

*Applicants seeking any of these exemptions will be required to provide satisfactory evidence that the primary language of instruction was in English.

Rationale:

- In order to obtain permanent residency status, applicants must pass a test showing English language proficiency. The Government of Canada accepts both International English Language Testing System (IELTS general training) and Pearson Test of English (PTE - core). For permanent residence, most pathways require a Canadian Language Benchmark (CLB) score of 7 for English.
- According to IRCC's official conversion tables, the IELTS and PTE band scores in each skill map to CLB level 7 as shown below:

CLB 7 – The Express Entry and University PGWP Threshold

Test	Listening	Reading	Writing	Speaking
IELTS General Training	6.0	6.0	6.0	6.0
CELP-IP-General	7	7	7	7
PTE Core	60–70	60–68	69–78	68–75

- In addition to the requirement to meet these English language proficiency requirements, students must have at least two consecutive years of full-time study in a recognized secondary school and must have successfully completed an English course at the grade 12 university level. This provides further proof of English language proficiency.
- OUAC and the secondary schools only provide the last two years of secondary school courses taken. Permanent resident applicants are put at a disadvantage as the English language proficiency required to obtain residency status is not considered.
- The applicants are required to take an approved ELP test and submit these scores as additional proof of proficiency. They cannot use their initial tests as they would be older than the two-year time limit. In conversations with guidance counsellors at some local high schools, the additional requirement has been viewed as discriminatory as most had been at the school for all four years.
- This proposal would recognize the English language proficiency required for permanent residence status as well as the two years of full time study at a recognized secondary school as satisfying the requirements for English language proficiency requirements for admission.

**University of Windsor
Academic Policy Committee**

5.5: Policy on English Language Proficiency (TOEFL) – Revisions

Item for: **Approval**

Forwarded by: **University Secretariat/Registrar**

MOTION: That the proposed revisions to the Policy on English Language Proficiency Requirement (Undergraduate and Graduate) be approved.*

**References to the 0-120 scale in the undergraduate and graduate calendars, and elsewhere, also will be updated accordingly.*

Proposed Revisions:

[revisions are in bold and strikethrough]

B. Evidence of English Language Proficiency

[...]

- 1) A minimum score of 6.5 on the International English Language Testing System (IELTS) – Academic or IELTS Online.
- 2) A minimum score of ~~83~~ **4.5** with a writing score of ~~20~~ **4.0** on the Internet-based Test (IBT®) of English as a Foreign Language (TOEFL) or TOEFL iBT® Home Edition online test. Prospective students completing the Paper-Delivered Test (PDT) TOEFL (~~as offered from October 2017~~) will have their results assessed on an individual basis.

[...]

Graduate Calendar:

References to TOEFL scores will be amended to 4.5, with the exception of the Master of Management which will reflect a 5.0 and a statement to the LLM that preference will be given to applicants with higher than the minimum English proficiency.

Rationale:

- In January 2026 TOEFL iBT moved to a new 1-6 scale from a 0-120 scale, necessitating revisions to the Senate Policy on English Proficiency. For a 2-year period following January 2026, test takers will receive a comparable score on the 0-120 pt. scale *representing the midpoint* of the corresponding total range.
- Implications of the new scale: Now that scores are in 0.5 intervals the granularity of test scores will be lost.
- Based on an analysis of admissions with TOEFL iBT score, the adoption of 4.5 will not impact admissions and in fact many applicants were higher than the minimum required score at the graduate level.
- Reference to the 0-120 scale exists in the Policy on English Language Proficiency, the Undergraduate and Graduate Calendars and various university websites.

The following is an explanation of what has changed:

As of January 21, 2026, TOEFL iBT score reports feature a new 1-6 scale, in half point increments, with a more intuitive alignment to the Common European Framework of Reference for Language (CEFR)

A few notes on this scoring change:

- You'll receive four section scores, as well as an overall score, on the 1 – 6 scale.
- The overall score will be the average of all four sections, rounded to the nearest half band (for example, if the average of your section scores is 5.25, you will receive an overall score of 5.5).
- For a two-year transition period after January 2026, you will also receive a comparable overall score on the 0 – 120 scale, representing the midpoint of the corresponding total range.

TOEFL Score Comparison for Tests Taken Before January 21, 2026

Total and section scores (1-6)	Reading (0-30)	Listening (0-30)	Speaking (0-30)	Writing (0-30)	Total (0-120)
6	29-30	28-30	28-30	29-30	114+
5.5	27-28	26-27	27	27-28	107+
5	24-26	22-25	25-26	24-26	95+
4.5	22-23	20-21	23-24	21-23	86+
4	18-21	17-19	20-22	17-20	72+
3.5	12-17	13-16	18-19	15-16	58+
3	6-11	9-12	16-17	13-14	44+
2.5	4-5	6-8	13-15	11-12	34+
2	3	4-5	10-12	7-10	24+
1.5	2	2-3	5-9	3-6	12+
1	0-1	0-1	0-4	0-2	0+

Note: total scores are the sum of the section scores, and can be obtained with different section score combinations

This updated 1 – 6 scale will help both institutions interpret TOEFL scores in a more consistent and intuitive manner, while more directly aligning TOEFL scores with most students prior English learning and assessment journeys.

Institutions are continuing to update their score requirements to reflect the 1 to 6 format. Because this format is more recent, institutions are updating at different times, and some may still list requirements using the 0 to 120 format. Your official TOEFL iBT score report includes both the updated 1 to 6 scores and a comparable 0 to 120 total score estimate, so you can meet either format without converting anything. Contact the institution directly to confirm their current score requirements.

[TOEFL iBT Score Breakdown - What Your Scores Mean](#)

**University of Windsor
Academic Policy Committee**

5.6: Residency Requirements – Revisions

Item for: **Approval**

Forwarded by: **Registrar/University Secretary**

MOTION: That the proposed revisions to the Policy on Residency Requirements (Undergraduate) be approved.

Proposed Revisions:

[revisions are in bold and strikethrough]

The number of courses required for the attainment of any degree or certificate is indicated in each program. These requirements may be reduced through the transfer of credit from another university. However, a student will be required to complete successfully, at the University of Windsor, a minimum of ten courses (thirty semester hours) numbered 2000 or higher to qualify for a degree from the University of Windsor. Residency requirements can be met by University of Windsor courses taken either on-campus, at off-campus sites or through **other course modalities** ~~Distance Education~~. These ten courses must include a minimum of six courses from the major course requirements to qualify for a three-year major degree or a minimum of ten courses from the major course requirements to qualify for a four-year Honours or Major or professional degree except in the Faculty of Engineering where a student must complete at least 50% of the total number of weighted units required for the Bachelor of Applied Science at the University of Windsor. Double majors are required to take a minimum of five courses at the 2000 level or above from the major course requirements in each of the Majors at the University of Windsor. **In the case of students enrolled in degree completion pathways for which there are fewer than ten major course requirements due to the awarding of approved block transfer credit, a student will be required to complete successfully, at the University of Windsor, all major course requirements for the pathway as well as additional courses to a total of ten courses numbered 2000 or higher to qualify for a degree from the University of Windsor.**

A student will be required to complete successfully at the University of Windsor a minimum of ~~five~~ **50% of** courses ~~(fifteen semester hours)~~ to qualify for a certificate. ~~offered in the Faculty of Arts, Humanities and Social Sciences, with the exception of the certificate in North American Studies, which requires the completion of four courses at the 2000-level or above. To qualify for a certificate offered in the Odette School of Business, a student will be required to complete at the University of Windsor six courses (eighteen semester hours)~~

To qualify for a Minor, a minimum of three courses counting toward the Minor must be successfully completed at the University of Windsor.

Rationale:

- In all cases, the minimum number of courses for a certificate has always been 50%. The exceptions were included because the North American Studies Certificate was the first 8 course certificate, and the OSB Certificate was a 12 course certificate at the time. All other certificates were 10 courses at the time of the development of this portion of the policy.
- The intent is and has always been that students complete 50% of the certificate courses at UWindsor. Rather than include a specific number, the 50% captures this more effectively and efficiently.
- The revision also clarifies that students in degree completion pathways may require a combination of major course requirements and other course requirements to meet the residency requirement. For instance, the Bachelor of Information Technology degree completion program requires seven major courses and eight other course requirements. Students would therefore need to complete the seven major courses and a minimum of three other course requirements numbered 2000 or higher to meet the ten course residency requirement.

**University of Windsor
Academic Policy Committee**

5.5: **APC Subcommittee Updates**

Item for: **Information**

Forwarded by: **University Secretary**

APC Subcommittee on Calculation of Averages - Update

The APC Subcommittee which was established to review the calculation of averages when students move between programs and academic levels is currently drafting revisions to the Policy on Grading and Calculation of Averages. The revisions will clarify the definitions and application of cumulative and major averages and strengthen the equity-based rationale for the proposed changes. Following the policy review, the Subcommittee will develop an implementation plan outlining key logistical considerations, resource requirements, and a proposed timeline.

APC Subcommittee on Academic Misconduct and Integrity - Update

The APC Subcommittee which was established to review academic integrity policies and clarify roles and responsibilities is currently drafting recommendations to strengthen the consistency, security, and effectiveness of examination administration across the institution. The overall goal is to enhance academic integrity, reduce opportunities for academic misconduct, and ensure examination procedures are applied consistently and fairly while respecting students' rights. Once the recommendations are complete, they will be reviewed by the Associate Deans and brought forward to APC for discussion and feedback.