REVISED

PDC261022A

University of Windsor

NOTICE OF MEETING

There will be a meeting of the
PROGRAM DEVELOPMENT COMMITTEE (PDC)
Thursday, October 22, 2026, 2:30pm-4:00pm
Location: Room 209 Assumption Hall or MS Teams

AGENDA

1	**Approval of Agenda**	
2	**Minutes of September 16, 2026**	Approval PDC260916M
3	**Business Arising from the Minutes**	
4	**Outstanding Business**	
5	**Reports/New Business**	
5.1	**Education – Minor Program Changes**	**Ken Montgomery**-Approval
	a Consecutive BEd – Minor Program Changes (Form C)	PDC261022-5.1a
	b. Education-Technological Studies – Minor Program Changes (Form C)	PDC261022-5.1b
	c. Concurrent BEd – Minor Program Changes (Form C)	PDC261022-5.1c
	d Appendix 1 - Working Framework	PDC261022-5.1d
***5.2**	**Education – Summary of Minor Course and Calendar Changes (Form E)**	**Ken Montgomery**-Information PDC261022-5.2
5.3	**Sino-Canadian Transnational Education (TNE)**	**Chris Busch-**Information
	5.3a Establishing Joint Programs in China	PDC261022-5.3-5.3a
***5.4**	**Suspension of Admissions – Minor in Anthrozoology and IAS Minor Concentration**	**Cheryl Collier**-Information PDC261022-5.4
***5.5**	**Suspension of Admissions – Greek and Roman Studies**	**Cheryl Collier**-Information PDC261022-5.5
***5.6**	**Suspension of Admissions – Master of Arts in Economics and Master of Applied Economic Policy**	**Claudio Verani**-Information PDC261022-5.6
***5.7**	**Suspension of Admissions – MA in Communication, Media and Film**	**Cheryl Collier**-Information PDC261022-5.7
***5.8**	**Business (Graduate) – Minor Program Changes (Form C)**	**Gerry Kerr**-Approval PDC261022-5.8
***5.9**	**Mechanical Engineering (BASc) – Minor Program Changes (Form C)**	**Vesselin Stoilove-**Approval PDC261022-5.9

***5.10**	**Bachelor of Engineering Technology – Minor Program Changes (Form C)**	**Darryl Danelon-**Approval PDC261022-5.10
***5.11**	**Business – Minor Program Changes (Form C)**	**Gerry Kerr-**Approval PDC261022-5.11
***5.12**	**BA and BSc General Programs – No Direct Admissions**	**Cheryl Collier/Claudio Verani**-Approval PDC261022-5.12

6 Question Period/Other Business

7 Adjournment

Please carefully review the 'starred' (*) agenda 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.

University of Windsor
Program Development Committee

5.1a: **Consecutive BEd – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Education**

MOTION : That the degree requirements for the Bachelor of Education (BEd) (Primary/Junior and Intermediate/Seniors) be changed in accordance with the program/course change forms.^

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The proposal been approved by the Faculty of Education Council.
- On April 10, 2026, the Ontario government announced that teacher education programs will move from the current four-semester model to a three-semester, 12-month consecutive program effective May 1, 2027.
- The government identified the following reasons for mandating this change: 1) reduce the cost to teacher candidates, 2) get teachers int the workforce sooner, 3) strengthen the teacher supply pool; and, 4) streamline teacher education.
- A grade of Satisfactory corresponds to a minimum grade of 70%.
- The proposed changes reflect and implement this provincially-mandated transition.
- *See attached*.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Education (Primary/Junior)** **Bachelor of Education (Intermediate/Senior)**
DEPARTMENT(S)/SCHOOL(S):	**Faculty of Education**
FACULTY(IES):	**Faculty of Education**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	The revised program requirements apply to students entering the new three-semester Bachelor of Education program beginning in Spring 2027. Existing cohorts will continue under the requirements applicable to the currently approved four-semester program until those requirements are phased out.

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]
__X__ No*

If yes, list all new courses:
* The proposal includes changes to the credit weighting and/or grading basis of certain existing courses and the deletion from the Calendar of a number of obsolete courses. Appropriate accompanying course-change documentation will be submitted where required.

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Transition provision

Effective Spring 2027, students newly admitted to the Consecutive Bachelor of Education program will complete the revised three-semester program requirements set out below. Students admitted under the previous four-semester Bachelor of Education curriculum will continue to complete the requirements applicable to their cohort. The previous requirements will remain in the Calendar during the transition period and will be removed once all affected cohorts have had the opportunity to complete their program.

PROGRAM INFORMATION AND REGULATIONS
Candidates wishing to enter the ~~two-year~~ **three-semester** program of study must apply through the Ontario Universities' Application Centre using the online application form.

Consecutive Bachelor of Education Program: This program is a ~~two-year consecutive program~~**three-semester consecutive program completed within a period not exceeding 12 months** for candidates with an existing degree. It integrates on-campus classes with classroom observation and teaching, qualifying candidates to teach in Primary/Junior (JK–Grade 6) or Intermediate/Senior (Grades 7–12).

Grading in the Three-Semester Bachelor of Education Program
All required academic courses in the three-semester Bachelor of Education program will be evaluated on a Satisfactory/Unsatisfactory basis. EDUC-5499 Practicum will continue to be evaluated on a

Satisfactory/Unsatisfactory basis. To receive the Bachelor of Education degree and be recommended to the Ontario College of Teachers for certification, teacher candidates must receive a Satisfactory in all required academic courses and practicum requirements and successfully complete all required Professional Learning Series activities.

A grade of Satisfactory corresponds to a minimum grade of 70%.

STANDING REQUIRED FOR CONTINUATION – three-semester B.Ed.

~~Teacher Candidates must maintain an overall cumulative average of 70% throughout the duration of the program.~~

Teacher candidates must maintain satisfactory academic and professional standing throughout the Bachelor of Education program. Candidates are required to receive a Satisfactory (equivalent to 70%) in all required academic courses, practicum experiences, and other mandatory program components. A teacher candidate who receive an Unsatisfactory in a required course or practicum, or whose academic or professional performance gives rise to concerns regarding successful continuation in the program, will be required to meet with the Associate Dean, Teacher Education, or designate, to review the candidate's standing and appropriate next steps. These may include completion of additional requirements, repetition of a course or placement where permitted, interruption of progression, or a requirement to withdraw from the program. Conditions governing any opportunity for reinstatement or completion of outstanding program requirements are determined in accordance with Faculty and University regulations. Matters involving professional misconduct, failure for cause, or other concerns regarding professional suitability will continue to be addressed through the Faculty's established professional standards processes.

STANDING REQUIRED FOR GRADUATION – three-semester B.Ed.

To complete the Bachelor of Education (BEd) Degree and be recommended to the Ontario College of Teachers for certification, teacher candidates must meet the expectations in all areas of the teacher education program including a ~~70% cumulative average.~~ **Satisfactory (equivalent to 70%) in all required academic courses and practicum requirements, together with successful completion of all required Professional Learning Series activities.**

A Satisfactory in EDUC-5499 Practicum is an essential prerequisite for both the BEd degree and recommendation for certification to the Ontario College of Teachers.

Consecutive Bachelor of Education (BEd) – Bachelor of Education (P/J) – New Three-Semester Program

Degree Requirements (Primary/Junior)

Total courses: ~~60 credits (20 course equivalencies)~~**51 credits (17 course equivalencies)**

Foundations (6 credits):
EDUC-5201. Philosophy of Education (1.5 credits)
EDUC-5203. Educational Psychology (3.0 credits)
EDUC-5210. Law and Ethics (1.5 credits)

Broadening Horizons (12 credits):
EDUC-5204. Differentiated Instruction (3.0 credits)
EDUC-5206. Indigenous Ways of Knowing (1.5 credits)
EDUC-5211. Mental Health (1.5 credits)
EDUC-5212. Anti-Oppressive and Culturally Sustaining Pedagogy (1.5 credits)
EDUC-5213. Teaching Culturally and Linguistically Diverse Learners (1.5 credits)
EDUC-5312. Media Literacies and Digital Pedagogy (3.0 credits)

Methodology Courses (24 credits):
EDUC-5214. Critical Literacy (1.5 credits)
EDUC-5216. Foundations of Elementary Math Pedagogy (3.0 credits)
EDUC-5217. Differentiated Approaches in Elementary School Mathematics (1.5 credits)
EDUC-5218. Concepts and Practices in Health and Physical Education (3.0 credits)
EDUC-5311. Visual Arts Methodology (1.5 credits)
EDUC-5314. Language Arts Methodology (3.0 credits)
EDUC-5316. Music Pedagogy (1.5 credits)
EDUC-5317. Science and Technology (3.0 credits)
EDUC-5318. Social Studies (3.0 credits)
EDUC-5411. Drama Methodology (1.5 credits)
EDUC-5412. Dance Methodology (1.5 credits)
~~Other Requirements (3 credits): One additional course that incorporates project-based learning and/or opportunities to conduct research, from the approved elective list.~~
EDUC-5499. Practicum (~~12~~**9.0 credits**)

For students who wish to teach in the Catholic school system in Ontario:
EDUC-5200. Religious Education in Roman Catholic Schools (1.5)

Professional Development: Professional Learning Series ~~(approximately 10 days during the Fall/Winter)~~ (non-credit)
~~Courses used to calculate the major average are: all required courses.~~
All required courses in the three-semester B.Ed. are graded Satisfactory/Unsatisfactory.

Consecutive Bachelor of Education (BEd) – Bachelor of Education (I/S) – New Three-Semester Program

Degree Requirements (Intermediate/Senior)

Total courses: ~~60 credits (20 course equivalencies)~~ **45 credits (15 course equivalencies)**

Foundations (6 credits):
EDUC-5201. Philosophy of Education (1.5)
EDUC-5203. Educational Psychology (3.0)
EDUC-5210. Law and Ethics (1.5)

Broadening Horizons (9 credits):
EDUC-5204. Differentiated Instruction (3.0)
EDUC-5206. Indigenous Ways of Knowing (1.5)
EDUC-5212. Anti-Oppressive and Culturally Sustaining Pedagogy (1.5)
EDUC-5312. Media Literacies and Digital Pedagogy (3.0)

Methodology Courses (~~24 credits~~**12.0 credits**):
EDUC-5231. Pedagogy of the Arts (3.0)
EDUC-5408. Engaging and Supporting the Adolescent Learner (3.0)
EDUC-5334. Language Across the Curriculum (3.0)
EDUC-5407. Teaching Scientific and Mathematical Inquiry (3.0)

Specialised Methodology Courses: Two Teachables (~~6 each~~**3.0 credits each**) to be selected from the approved Intermediate/Senior teachable-subject list.
EDUC-5352 Art (~~6~~**3 credits**)

EDUC-5356 English (~~6~~**3.0 credits**))
EDUC-5358 French (~~6~~**3.0 credits**)
EDUC-5359 Geography (~~6~~**3.0 credits**)
EDUC-5360 Media Arts (~~6~~**3.0 credits**)
EDUC-5362 History (~~6~~**3.0 credits**)
EDUC-5366 Mathematics (~~6~~**3.0 credits**)
EDUC-5367 Music (Vocals) (~~6~~**3 credits**)
EDUC-5368 Music (Instruments) (~~6~~**3.0 credits**)
EDUC-5369 Health and Physical Education (~~6~~**3.0 credits**)
EDUC-5370 Business Studies (~~6~~**3.0 credits**)
EDUC-5373 Biology (~~6~~**3.0 credits**)
EDUC-5374 Chemistry (~~6~~**3.0 credits**)
EDUC-5376 Physics (~~6~~**3.0 credits**)
EDUC-5377 Social Sciences (~~6~~**3.0 credits**)
EDUC-5379 Drama (~~6~~**3.0 credits**)
EDUC-5380 General Science (~~6~~**3.0 credits**)

Other Requirements (~~6.0 credits~~**3.0 credits**):
~~Two additional courses~~
One additional course that incorporates project-based learning and/or opportunities to conduct research:
EDUC-5208. Assessment and Evaluation (3.0 credits)
EDUC-5219. Interdisciplinary Education for Sustainability (3.0 credits)
EDUC-5401. Global Citizenship and Democratic Education (3.0 credits)
EDUC-5402. School, Community, and Family Partnerships (3.0 credits)
EDUC-5403. Gender and Sexuality in Education (3.0 credits)
EDUC-5406. STEM Education (3.0 credits)
~~EDUC-5207. Service-Learning Specialization (3.0)~~
EDUC-540**4.** Music Pedagogy **II** (3.0 credit)

EDUC-5499. Practicum (~~12~~ **9.0 credits**)

For students who wish to teach in the Catholic school system in Ontario:
EDUC-5200. Religious Education in Roman Catholic Schools (1.5 credits)

Professional Development: Professional Learning Series ~~(approximately 10 days during the Fall/Winter)~~ (non-credit)

~~Courses used to calculate the major average are: all required courses.~~
All required courses in the three-semester B.Ed. are graded Satisfactory/Unsatisfactory.

Consequential changes to active Concurrent B.Ed. programs
Throughout active Concurrent Bachelor of Education program entries, references to ~~a five-year program, Year I and Year II of the B.Ed., and 60 B.Ed. credits (20 course equivalencies)~~ **the duration, sequence, credit requirements, and curriculum applicable to each concurrent admission cohort will be revised to reflect the approved concurrent flow-through arrangements and the new three-semester P/J or I/S B.Ed. requirements, as applicable.** Existing cohorts retain the requirements applicable to their calendar of admission**, except where approved cohort-specific transition provisions establish a revised curriculum or progression sequence.** ~~Concurrent Bachelor of Arts/Bachelor of Education/Diploma in Early Childhood Education – entire discontinued program entry and associated requirements.~~

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining.Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E.***

The proposal includes the following minor course and Calendar changes required for implementation of the new three-semester B.Ed. and for removal of obsolete Education course entries:

1. Grading-basis changes

All academic courses required in the new three-semester P/J and I/S Bachelor of Education programs will be evaluated on a Satisfactory/Unsatisfactory basis, where Satisfactory is equivalent to a 70%. EDUC-5499 Practicum will continue to use Satisfactory/Unsatisfactory grading. The Satisfactory/Unsatisfactory change applies prospectively to the new three-semester B.Ed.; grading provisions for continuing cohorts in the outgoing four-semester program remain in effect for those cohorts.

2. Credit-weight changes

EDUC-5499 Practicum: 12.0 credits → 9.0 credits.
Intermediate/Senior specialized methodology/teachable courses: 6.0 credits per teachable → 3.0 credits per teachable for the new three-semester program.
EDUC-5360 Media Arts Teachable: 6.0 credits → 3.0 credits.

3. Course deletions / Calendar housekeeping

Delete the following obsolete courses where they are no longer required by any active or transitioning program:
EDUC-1199; EDUC-2299; EDUC-3399
EDUC-5202 Foundations of Practice (Part II): Classroom Practice
EDUC-5205 Educational Foundations, Law and Ethics
EDUC-5207 Service Learning Specialization
EDUC-5209 Critical Analysis of Social, Global, etc.
EDUC-5215 Mathematical Foundations
EDUC-5221 Pedagogy of the Arts (J/I)
EDUC-5225 Mathematics Foundations (J/I)
EDUC-5313 Health and Physical Education
EDUC-5315 Mathematics Methodology
EDUC-5319 Issues in Education
EDUC-5321, 5322, 5323, 5324, 5325, 5326, 5327, 5328 (former J/I methodology courses)
EDUC-5331 Visual Arts Methodology (I/S)
EDUC-5332 Digital Technology (I/S)
EDUC-5335, 5336, 5337, 5338, 5339 (former I/S methodology courses)
EDUC-5405 Music Pedagogy II (P/J)
EDUC-5414 Language and Media Literacy (P/J)
EDUC-5421, 5422, 5424 (former J/I courses)
EDUC-5431 Drama Methodology (I/S)
EDUC-5491, 5492, 5493, 5494 (obsolete P/J concurrent practicum courses)

EDUC-5333 Health and Physical Education (I/S) is not to be deleted until it is no longer required for the hybrid/transition Year II cohort, which resulted from the launch of a new four-semester B.Ed. program in September 2025.

4. Course-description/Calendar text corrections

For EDUC-5352 through EDUC-5380, remove obsolete "Junior-Intermediate" references and identify the courses as Intermediate/Senior methodology where appropriate. Remove or revise the general statement that Education courses may extend over one, two or four semesters so that it accurately reflects the new program structure.

Change title of EDUC-5404 from Music Pedagogy I to Music Pedagogy II and add (Credit weight 3.0). This corrects an error in the calendar for an elective course that has not yet been offered. EDUC 5404 is intended as an elective for I/S students in both the 4-semester and new 3-semester programs. The P/J program will continue to offer EDUC -5316 Music Pedagogy.

B. RATIONALE

Please provide a rationale for the proposed change(s).

The proposed changes implement the provincially mandated transition of Ontario Bachelor of Education programs to three consecutive academic semesters completed within a period not exceeding twelve months, while preserving the central curriculum, learning outcomes, and educational commitments of the Faculty of Education's recently redesigned, approved, and accredited Bachelor of Education programs. The proposal is deliberately evolutionary rather than a wholesale redesign. The new P/J and I/S programs retain the great majority of the recently approved curriculum while making targeted changes to program credit requirements, course sequencing, practicum credit weighting, Intermediate/Senior teachable methodology credit weightings, elective requirements, grading practices, and related academic regulations so that the program can operate coherently within the new provincial structure.

A significant pedagogical change accompanying the new program is the adoption of Satisfactory/Unsatisfactory evaluation across all B.Ed. courses in the three-semester program, where Satisfactory is equivalent to a 70%. The Faculty views the B.Ed. as an intensive professional preparation program in which the central question is whether candidates have satisfactorily demonstrated the knowledge, skills, professional judgment, and dispositions required for progression toward the teaching profession. Satisfactory/Unsatisfactory assessment provides a common evaluative framework across academic coursework and practicum, reduces emphasis on fine-grained numerical differentiation among candidates, supports greater coordination of assessment within the compressed program, and reinforces the professional and competency-oriented character of teacher education. Existing references to a 70% B.Ed. cumulative or major average are therefore no longer applicable to students in the new three-semester program; progression and graduation instead require successful completion, with a Satisfactory (equivalent to 70%), of all required courses and practica together with required professional learning.

The revised programs employ concentrated Spring/Summer academic blocks followed by extended academic blocks immediately preceding substantial Fall and Winter practicum placements. This structure strengthens connections between coursework and classroom practice while responding to concerns raised through consultation regarding cognitive load, assessment coordination, instructional scheduling, and student wellbeing. The P/J program will comprise 51 credits, including 42 credits of academic coursework and 9 credits of practicum. The I/S program is intended to comprise 45 credits, including 36 credits of academic coursework and 9 credits of practicum. Both models provide more than the provincially required 80 days of practical experience.

The proposal also incorporates consequential Calendar amendments required by the new structure, including revisions to active concurrent BEd program descriptions and the removal of obsolete Education courses and discontinued program information that are no longer required. During the transition, the existing four-semester curriculum and any courses required by continuing cohorts will remain available or appropriately substituted in accordance with University regulations. Taken together, the changes seek to comply fully with the Province's revised requirements while preserving the integrity of the Faculty's recently accredited curriculum and creating an educationally coherent, professionally focused, and operationally feasible three-semester teacher education program.

Implementation of the revised program also requires careful attention to practicum placement capacity. The 2027–28 transition year will involve the simultaneous operation of the outgoing four-semester B.Ed. structure and the incoming three-semester program, creating unusually significant demands on school-based placement capacity. The Faculty is therefore undertaking transitional planning intended to strengthen relationships with partner school boards and schools, expand placement capacity, and support the longer practicum experiences required by the new program. This work is being supported in part through time-limited provincial transition funding provided to assist Faculties of Education with implementation of the Province's revised teacher education framework.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from their campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit),existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

The revised programs will be delivered primarily through the Faculty of Education's existing academic, instructional, practicum, administrative, and student-support resources. The proposal retains the substantial majority of the recently approved curriculum and therefore does not require creation of new disciplinary areas or a substantially new instructional infrastructure. The transition to Satisfactory/Unsatisfactory assessment does not itself require additional institutional resources; faculty members will undertake coordinated work before implementation to establish appropriate expectations, assessment practices, and criteria for Satisfactory/Unsatisfactory evaluation across the revised program.

The principal resource pressure will occur during the 2027–28 transition period, when continuing students completing the existing four-semester program will overlap with students entering the new three-semester program. The Faculty will coordinate instructional assignments, sectioning, classroom utilization, practicum placements, and administrative supports to manage this temporary double-cohort period.

Implementation will require particularly close collaboration with the Office of the Registrar regarding admissions, registration, program coding, and centralized course/program scheduling, including the Faculty's transition to scheduling through Infosilem. Existing partnerships with school boards and schools will continue

to support practicum placements. Existing Library, information technology, teaching and learning, accessibility, and student-support resources are adequate to support the revised curriculum.

Practicum delivery continues to depend upon the Faculty's established Field Experience Office and longstanding partnerships with regional school boards, schools, administrators and associate teachers. The transition to the three-semester program creates additional placement pressures, particularly during 2027–28 when the outgoing four-semester program and the incoming three-semester program will operate concurrently. The new program also consolidates practicum into two substantially longer placements, increasing the importance of stable and sustained school-based placement capacity.

To support this transition, the Faculty is undertaking additional placement-capacity development and relationship-building with partner boards and schools. This may include a time-limited pilot involving experienced educational leaders who would work with the Faculty and its school-board partners to identify additional placement opportunities, strengthen school relationships, identify persistent geographic, divisional and teachable-subject shortages, and recommend improvements to placement processes. Any such initiative will remain subject to appropriate University approvals and will supplement, rather than replace, the formal responsibilities of the Field Experience Office.

The Faculty has received dedicated provincial transition funding to support implementation of the new teacher education framework. A portion of this time-limited funding may be directed toward initiatives designed to expand practicum placement capacity and strengthen the Faculty's readiness for the 2027–28 transition year.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

The Faculty of Education has historically employed a combination of full-time faculty members and appropriately qualified sessional instructors in the delivery of the Bachelor of Education program, particularly in methodology and teachable-subject areas where current or recent professional expertise in schools is educationally valuable. The revised program will continue this model. The movement to concentrated instructional blocks may alter the timing of sessional appointments and teaching assignments but does not fundamentally alter the Faculty's established use of appropriately qualified practitioners and sessional instructors. Temporary pressures associated with the 2027–28 double-cohort transition will be addressed through normal workload, sectioning, and appointment processes. All appointments will continue to be made in accordance with University policies and applicable collective agreements.

The availability of dedicated transition funding provides the Faculty with additional capacity to address short-term implementation pressures associated with the move to the three-semester program and the 2027–28 overlap of program structures, while allowing the Faculty to evaluate new approaches to practicum-capacity development before determining whether any should be incorporated into longer-term operations.

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

The Faculty of Education has received $350,000 in provincial transition funding intended to support the transition from the existing four-semester Bachelor of Education structure to the new three-semester program. This funding is time-limited and is intended to assist with implementation and transition rather than to constitute an ongoing base-budget resource.

The Faculty is considering using a portion of this funding to strengthen practicum placement capacity during the transition, including a proposed pilot model involving experienced educational leaders who would support placement development and relationship-building with school boards and schools. The scope, number, duration and cost of any such consulting engagements remain subject to University approval.

In addition, approximately $75,000 remains from earlier funding provided to the Faculty to support development of a more efficient advising system and increased practicum placement capacity. Subject to applicable approvals and funding conditions, some of these funds may also be available to support transitional placement-capacity initiatives.

These resources are intended to facilitate implementation of the revised program and manage the exceptional demands associated with the transition period. The long-term delivery of the Bachelor of Education program will not be predicated upon continuation of this temporary funding.

C.5 Planned Reallocation of Resources and Cost-Savings

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

The revised program reduces the P/J program from 60 to 51 credits and the I/S program from 60 to 45 credits while maintaining the required professional curriculum and more than 80 practicum days. The proposal eliminates the P/J elective/Other Requirements component, reduces the I/S Other Requirements component from two electives to one, eliminates the required service learning course (about 10-12 sections of EDUC 5207) for all programs, reduces practicum credit weighting from 12 to 9 credits, and restructures I/S teachable methodology requirements. These changes permit instructional resources to be concentrated on the core curriculum within the three-semester structure. The accompanying deletion of obsolete courses and discontinued Calendar entries will further simplify program administration and reduce unnecessary maintenance of inactive course offerings. During the transition period, time-limited provincial implementation funding will allow the Faculty to address temporary capacity pressures without embedding those transitional expenditures permanently in the Faculty's base operating structure. Where transition-funded initiatives demonstrate continuing value, the Faculty will evaluate their effectiveness, sustainability and appropriate long-term resourcing before making any continuing commitment.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

No permanent additional faculty, staff, or GA/TA resources are requested through this Form C. Temporary resource pressures arising from the 2027–28 transition/double-cohort year will be monitored and addressed

through normal Faculty and University budget, workload, and staffing processes. No permanent resource commitment arising from the proposed practicum-placement liaison pilot is being requested through this Form C.

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	No permanent additional faculty complement is requested through this proposal. Instructional requirements will be managed through existing faculty resources, normal teaching assignments, section planning and, where required, established sessional appointment processes. Temporary instructional pressures associated with the 2027–28 double-cohort transition will be monitored through annual budget and workload planning.
Staff:	No permanent additional staff complement is requested through this proposal. Administrative workload associated with scheduling, registration, admissions, student advising and practicum coordination will be monitored closely during implementation. The Faculty has received time-limited provincial transition funding that may be used, subject to University approval and applicable funding conditions, to support temporary implementation initiatives, including initiatives intended to strengthen practicum placement capacity. Any such transitional supports will supplement rather than replace the established responsibilities of Faculty staff and the Field Experience Office.
GA/TAs:	N/A – No additional GA/TA resources are required as a direct consequence of the proposed program changes.

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	N/A – The proposed changes do not introduce new disciplinary areas or courses requiring significant new library holdings. Existing Library resources supporting the recently approved B.Ed. curriculum remain appropriate.
Teaching and Learning Support:	No additional permanent resources are requested. Existing teaching and learning supports may be used to assist instructors with course redesign for concentrated blocks, coordinated assessment, accessible course design, and implementation of Satisfactory/Unsatisfactory assessment.
Student Support Services:	No additional permanent resources are requested. Existing student-support, accessibility, counselling, and advising services will continue to support B.Ed. teacher candidates. The Faculty will work with relevant units to ensure that implications of the compressed three-semester schedule are understood within established support processes.
Space and Facilities:	No new dedicated space is requested. The revised schedule will require coordinated classroom scheduling, particularly during Spring/Summer and during the 2027–28 transition year. The Faculty will work closely with the Office of the Registrar and other relevant units to optimize classroom allocation and centralized scheduling.
Equipment (and Maintenance):	N/A – No significant new equipment or maintenance requirements arise directly from the proposed program changes.

University of Windsor
Program Development Committee

5.1b: **Education-Technological Studies – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Education**

MOTION : That the degree requirements for Bachelor of Education (BEd) in Technological Studies/ Diploma in Education – Technological Studies be changed in accordance with the program/course change forms.^

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The proposal been approved by the Faculty of Education Council.
- On April 10, 2026, the Ontario government announced that teacher education programs will move from the current four-semester model to a three-semester, 12-month consecutive program effective May 1, 2027.
- The government identified the following reasons for mandating this change: 1) reduce the cost to teacher candidates, 2) get teachers int the workforce sooner, 3) strengthen the teacher supply pool; and, 4) streamline teacher education.
- A grade of Satisfactory corresponds to a minimum grade of 70%.
- The proposed changes reflect and implement this provincially-mandated transition.
- *See attached*.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Education (BEd) in Technological Studies / Diploma in Education - Technological Studies**
DEPARTMENT(S)/SCHOOL(S):	**Faculty of Education**
FACULTY(IES):	**Faculty of Education**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Spring 2027

Does the minor program change include new courses?:

☐ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

☒ No

If yes, list all new courses: N/A

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Bachelor of Education (BEd) in Technological Studies / Diploma in Education - Technological Studies

Program Description

This program provides the preparation required for certification by the Ontario College of Teachers for teaching Technological Education in Ontario High Schools. The program is offered over the course of ~~fourteen months with course work being held during two semesters in Summer I and Summer II of the program, and over the two semesters (fall and winter) between each summer.~~ **three consecutive semesters within a 12-month period beginning in the spring or summer of each year, The four Technological Studies-specific courses are delivered in two concentrated in-person blocks in July; remaining academic coursework is delivered asynchronously online within the 12-month period.** A practicum (minimum 80 days) at an Ontario High School ~~and a service learning internship incorporating broad based technology skills are offered between September and June.~~ **is completed across Fall and Winter in two 40-day placements, for a total of 80 practicum days. Professional Learning Series and advising activities are integrated with the Fall and Winter terms.**

Candidates may enter the program via one of four different pathways. [Existing four admission pathways and broad-based technological education subject areas remain unchanged.]

Application and Admission: No changes proposed to the existing admission pathways, technological competency requirements, or required admission documentation.

Degree Requirements

Total courses: ~~60 credits~~ **45 credits (36 credits of academic coursework and 9 credits of practicum)**

~~Summer I - July - On Campus (9 credits): EDUC-5386 Curriculum Development for Technological Studies: Part I (4.5); EDUC-5387 Principles and Methods of Teaching Technological Studies: Part I (4.5).~~
~~Summer I - August - Online/Remote (7.5 credits): EDUC-5201 Philosophy of Education (1.5); EDUC-5203 Educational Psychology (3.0); EDUC-5312 Media Literacy and Digital Pedagogy (3.0).~~

~~Fall - Online/Remote (12 or 15 credits): EDUC-5204 Differentiated Instruction (3.0); EDUC-5497 Community Service Learning (3.0); two approved online/remote EDUC electives taken in either Fall or Winter (3.0-6.0). In-Person: EDUC-5498 Practicum (6.0).~~

~~Winter - Online/Remote (12 or 15 credits): EDUC-5408 Engaging and Supporting the Adolescent Learner (3.0); two approved online/remote EDUC electives taken in either Fall or Winter (3.0-6.0). In-Person: EDUC-5498 Practicum (continuation) (6.0).~~

~~Summer II - July - On Campus (9 credits): EDUC-5388 Curriculum Development for Technological Studies: Part II (4.5); EDUC-5389 Principles and Methods of Teaching Technological Studies: Part II (4.5).~~

~~Summer II - August - Online/Remote (7.5 credits): EDUC-5206 Indigenous Ways of Knowing (1.5); EDUC-5210 Law and Ethics (1.5); EDUC-5212 Anti-Oppressive and Culturally Sustaining Pedagogy (1.5); EDUC-5334 Language Across the Curriculum (3.0).~~

Revised three-semester program structure

Core Technological Studies (12.0) credits):
EDUC-5386. Curriculum Development for Technological Studies Part I (3.0)
EDUC-5388. Principles and Methods of Teaching Technological Studies Part I (3.0)
EDUC-5387. Curriculum Development for Technological Studies Part II (3.0)
EDUC-5389. Principles and Methods of Teaching Technological Studies (3.0)

Foundations (6.0 credits):
EDUC-5201. Philosophy of Education (1.5)
EDUC-5203. Educational Psychology (3.0)
EDUC-5210. Law and Ethics (1.5)

Broadening Horizons (9.0 credits):
EDUC-5204. Differentiated Instruction (3.0)
EDUC-5206. Indigenous Ways of Knowing (1.5)
EDUC-5212. Anti-Oppressive and Culturally Sustaining Pedagogy (1.5)
EDUC-5312. Media Literacies and Digital Pedagogy (3.0)

Methodology Courses (6.0):
EDUC-5408. Engaging and Supporting the Adolescent Learner (3.0)
EDUC-5334. Language Across the Curriculum (3.0)

Other Requirements (3.0 credits):
One additional course that incorporates project-based learning and/or opportunities to conduct research:
EDUC-5208. Assessment and Evaluation (3.0)
EDUC-5219. Interdisciplinary Education for Sustainability (3.0)
EDUC-5401. Global Citizenship and Democratic Education (3.0)
EDUC-5402. School, Community, and Family Partnerships (3.0)
EDUC-5403. Gender and Sexuality in Education (3.0)
EDUC-5406. STEM Education (3.0)
EDUC-5404. Music Pedagogy II (3.0)

Practicum:
EDUC-5498 Practicum (9.0)

Grading in the Revised Three-Semester Program
All courses completed as part of the revised Bachelor of Education in Technological Studies / Diploma in Education - Technological Studies program will be evaluated on a Satisfactory/Unsatisfactory basis. Candidates must receive a Satisfactory in all required academic courses, practicum requirements, and required Professional Learning Series activities in order to complete the program.

A grade of Satisfactory corresponds to a minimum grade of 70%.

Standing Required for Continuation in Program
~~70% major average. Candidates who obtain a grade below 50% in any course will be required to withdraw from the program.~~
Candidates must maintain satisfactory academic and professional standing throughout the program and receive a Satisfactory (equivalent to 70%) in all required academic courses and practicum requirements. A candidate who receives an Unsatisfactory in a required course or practicum, or whose academic or professional performance gives rise to concerns regarding successful continuation, will be reviewed in accordance with Faculty of Education and University regulations. The outcome may include additional requirements, repetition of a course or placement where permitted, interruption of progression, referral through applicable professional standards processes, or a requirement to withdraw from the program.

Standing Required for Graduation
~~70% major average.~~
To complete the Bachelor of Education in Technological Studies or Diploma in Education - Technological Studies, candidates must successfully complete all required components of the program, including receiving a Satisfactory (equivalent to 70%) in all required academic courses and practicum requirements and completing all required Professional Learning Series activities.
~~Candidates who obtain three or more final course grades below 65% will not be recommended for certification. Candidates who are unsuccessful in the internship or the practicum will not be recommended for either a diploma/degree or certification.~~

Candidates who receive an Unsatisfactory in any required academic course or practicum requirement will not be eligible for the degree/diploma or recommendation for certification unless and until the outstanding program requirement has been successfully completed in accordance with Faculty and University regulations.

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

The revised program affects degree requirements and requires the following consequential course/calendar changes:

EDUC-5386 Curriculum Development for Technological Studies Part I: ~~4.5 credits~~; **3.0 credits**
EDUC-5387 Curriculum Development for Technological Studies Part II: ~~4.5 credits~~; **3.0 credits**
EDUC-5388 Principles and Methods of Teaching Technological Studies Part I: ~~4.5 credits~~; **3.0 credits**
EDUC-5389 Principles and Methods of Teaching Technological Studies Part II: ~~4.5 credits~~; **3.0 credits**
Practicum requirement: EDUC-5498 Practicum ~~(12.0 credits across Fall and Winter)~~; **(9.0 credits total; 4.5 credits in Fall and 4.5 credits in Winter, comprising 80 practicum days)**
~~Community Service Learning: EDUC-5497 Community Service Learning (3.0 credits) is required~~; **EDUC-5497 is removed from the revised program requirements**
Grading basis: ~~percentage/letter grading for academic coursework~~; **Satisfactory/Unsatisfactory grading for all academic courses and practicum requirements in the revised program**

B. RATIONALE

Please provide a rationale for the proposed change(s).

The proposed changes implement the provincially mandated transition of Ontario teacher education programs to a three-consecutive-semester structure completed within no more than twelve months. The revised Technological Studies program is designed to begin in July and conclude by April 30th of the following year. It retains the program's four core Technological Studies courses while reorganizing the curriculum into 36.0 credits of academic coursework and 9.0 credits of practicum, for a total of 45.0 credits and 80 practicum days.

The revised model is intended to preserve the central content and professional preparation of the recently revised and accredited program while making the targeted changes necessary to operate within the new provincial timeline. The suggested sequencing is to have the four Technological Studies-specific courses concentrated in two in-person July blocks. Remaining academic coursework is recommended to be delivered asynchronously online through August, Fall and Winter, supporting access for candidates who may be employed or geographically dispersed while allowing Fall and Winter practicum placements to be integrated with coursework, professional learning and advising.

The revised program moves fully to Satisfactory/Unsatisfactory assessment. This creates a common evaluative framework across academic coursework and practicum and reflects the professional, competency-oriented character of teacher education. Existing percentage-based continuation and graduation rules, including the 70% major-average requirement and thresholds based on grades below 65% or 50%, are therefore replaced by requirements for successful completion of all academic, practicum and professional-learning components.
The program removes the current Community Service Learning requirement and reduces the four core Technological Studies courses from 4.5 to 3.0 credits each. Practicum is revised from 12.0 to 9.0 credits while retaining 80 practicum days, organized as 40 days in Fall and 40 days in Winter. One approved 3.0-credit EDUC elective is retained.

Implementation also requires careful attention to practicum placement capacity. The Faculty is undertaking transitional planning to strengthen relationships with partner school boards and schools, expand placement capacity, and support the longer practicum experiences required by the revised teacher education framework. This work is supported in part through time-limited provincial transition funding provided to facilitate the move from the four-semester to the three-semester B.Ed. structure.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing

human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

The revised program will be delivered primarily through the Faculty of Education's existing academic, instructional, practicum, administrative and student-support resources. The proposal retains the core Technological Studies curriculum and uses existing Education courses; no new courses are proposed.

The concentrated July residency will require coordinated instructional scheduling for the four Technological Studies-specific courses. The remaining academic coursework is planned for asynchronous online delivery through August, Fall and Winter. Existing University learning-management, instructional-technology, library, accessibility and student-support resources are adequate to support this delivery model.

Practicum delivery will continue to depend on the Faculty's Field Experience Office and established partnerships with school boards, schools, administrators and associate teachers. The revised program retains 80 practicum days, organized into two 40-day placements. To support the transition, the Faculty is undertaking additional placement-capacity development and relationship-building with partner boards and schools. This may include a time-limited pilot involving experienced educational leaders who would support placement development and relationship-building. Any such initiative remains subject to appropriate University approvals and will supplement, rather than replace, the formal responsibilities of the Field Experience Office.

Implementation will also require collaboration with the Office of the Registrar regarding admissions, registration, program coding, term structure and scheduling. The Faculty will monitor the impact of the revised delivery pattern during the transition period.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

The Faculty currently relies on a combination of regular faculty members and appropriately qualified sessional instructors, including experienced technological educators and practitioners, to deliver components of the Technological Studies program. This pattern is expected to continue. The revised structure may alter the timing and concentration of teaching assignments, particularly during the July residency and asynchronous blocks, but does not create a fundamentally new reliance on sessional instruction. Appointments will continue to follow University policies and applicable collective agreements, with attention to appropriate qualifications, continuity and the quality of the student experience.

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A – undergraduate professional program.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A – undergraduate professional program.

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

The Faculty of Education has received $350,000 in provincial transition funding intended to support the transition from the existing four-semester Bachelor of Education structure to the new three-semester teacher education framework. This funding is time-limited and is intended to assist with implementation and transition rather than constitute an ongoing base-budget resource.

A portion of this funding may be used to strengthen practicum placement capacity during the transition, including a proposed pilot involving experienced educational leaders who would support placement development and relationship-building with school boards and schools. The scope, number, duration and cost of any consulting engagements remain subject to University approval.

Approximately $75,000 also remains from earlier funding provided to support development of a more efficient advising system and increased practicum placement capacity. Subject to applicable approvals and funding conditions, some of these funds may support transitional placement-capacity initiatives. The long-term delivery of the revised program will not be predicated on continuation of temporary transition funding.

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

The revised program streamlines the existing 60-credit structure to 45 credits while retaining 80 practicum days. The four core Technological Studies courses are reduced from 4.5 to 3.0 credits each; Community Service Learning is removed as a separate requirement; the current elective requirement is reduced to one 3.0-credit EDUC elective; and practicum credit weighting is reduced from 12.0 to 9.0 credits. These changes permit instructional and administrative resources to be concentrated on the core curriculum within the three-semester structure.

The extensive use of asynchronous online delivery outside the July residency also reduces the need for regular campus classroom scheduling during Fall and Winter, although practicum coordination and online instructional support remain essential. During the transition period, time-limited provincial funding will allow the Faculty to address temporary implementation pressures without embedding those transitional expenditures permanently in the Faculty's base operating structure.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	No permanent additional faculty complement is requested through this proposal. Teaching assignments and any sessional requirements will be managed through the Faculty's normal academic planning and appointment processes.

Staff:	No permanent additional staff complement is requested through this proposal. Administrative workload associated with admissions, scheduling, online delivery, advising and practicum coordination will be monitored during implementation. Time-limited provincial transition funding may support temporary implementation initiatives, including placement-capacity development, subject to University approval.
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	No additional permanent library resources are anticipated. Existing Education and University library resources will support the revised program.
Teaching and Learning Support:	Existing Centre for Teaching and Learning, Brightspace and information-technology supports are expected to support the asynchronous online delivery model. Faculty development or consultation may be used as needed to support effective asynchronous course design and Satisfactory/Unsatisfactory assessment.
Student Support Services:	Existing accessibility, counselling, academic advising and student-success services are expected to support students in the revised program. The concentrated program timeline will require clear communication of available supports.
Space and Facilities:	The program requires appropriate Faculty of Education teaching space for the concentrated in-person July residency. Outside the residency, academic coursework is primarily asynchronous online. No new permanent space is requested.
Equipment (and Maintenance):	No new permanent equipment allocation is requested. Existing instructional technology and facilities will be used, with any minor transitional needs addressed through normal Faculty planning or eligible transition funding.

University of Windsor
Program Development Committee

5.1c: **Concurrent BEd – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Education**

MOTION : That the degree requirements for the following Concurrent Bachelor of Education programs be changed in accordance with the program/course change forms:^
Concurrent General Bachelor of Arts (Communication, Media and Film)/Bachelor of Education
Concurrent General Bachelor of Arts (Drama)/Bachelor of Education
Concurrent General Bachelor of Arts (English)/Bachelor of Education
Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education
Concurrent General Bachelor of Science (General Science)/Bachelor of Education
Concurrent General Bachelor of Arts (History)/Bachelor of Education
Concurrent General Bachelor of Mathematics/Bachelor of Education
Concurrent Bachelor of Music Education/Bachelor of Education
Concurrent General Bachelor of Arts (Political Science)/Bachelor of Education
Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education
Concurrent General Bachelor of Arts with Second Language Education/Bachelor of Education
Concurrent General Bachelor of Arts (Visual Arts)/Bachelor of Education

^*Subject to approval of the expenditures required*.

Rationale/Approvals:
- The proposal been approved by the Faculty of Education Council.
- On April 10, 2026, the Ontario government announced that teacher education programs will move from the current four-semester model to a three-semester, 12-month consecutive program effective May 1, 2027.
- The government identified the following reasons for mandating this change: 1) reduce the cost to teacher candidates, 2) get teachers int the workforce sooner, 3) strengthen the teacher supply pool; and, 4) streamline teacher education.
- A grade of Satisfactory corresponds to a minimum grade of 70%.
- The proposed changes reflect and implement this provincially-mandated transition.
- *See attached*.

TITLE OF PROGRAM(S)/ CERTIFICATE(S):	Concurrent General Bachelor of Arts (Communication, Media and Film)/Bachelor of Education Concurrent General Bachelor of Arts (Drama)/Bachelor of Education Concurrent General Bachelor of Arts (English)/Bachelor of Education Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education Concurrent General Bachelor of Science (General Science)/Bachelor of Education Concurrent General Bachelor of Arts (History)/Bachelor of Education Concurrent General Bachelor of Mathematics/Bachelor of Education Concurrent Bachelor of Music Education/Bachelor of Education Concurrent General Bachelor of Arts (Political Science)/Bachelor of Education Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education Concurrent General Bachelor of Arts with Second Language Education/Bachelor of Education Concurrent General Bachelor of Arts (Visual Arts)/Bachelor of Education Concurrent General Bachelor of Arts (Visual Arts)/Bachelor of Education
DEPARTMENT(S)/SCHOOL (S):	N/A - Concurrent program administered jointly by the participating academic unit(s) and the Faculty of Education
FACULTY(IES):	Faculty of Arts, Humanities and Social Sciences; Faculty of Education

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Spring 2027

Does the minor program change include new courses?:

☐ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

☒ No If yes, list all new courses: N/A

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.

Example: Rob Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Concurrent BEd Transitioning Information

For transition purposes, the 2024 concurrent cohort enters the revised three-semester BEd in Spring/Summer 2027; the 2025 cohort in Spring/Summer 2028; and the 2026 cohort in Spring/Summer 2029. Students in earlier cohorts continue under the applicable approved transition arrangements and Calendar requirements.

Concurrent General Bachelor of Arts (Communication, Media and Film)/Bachelor of Education

Program Requirement Changes

The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component. The General Bachelor of Arts in Communication, Media and Film degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**
Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the**

Professional Learning Series.
Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~ **All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.**

Program Sequence/Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Arts in Communication, Media and Film.
~~70% major average in the Bachelor of Education.~~
During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements. To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Arts (Drama)/Bachelor of Education

Program Requirement Changes
The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Arts in Drama degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**
Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~

All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Arts in Drama.
~~70% major average in the Bachelor of Education.~~
During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Arts (English)/Bachelor of Education

Program Requirement Changes
The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Arts in English degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**

Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.

~~Courses used to calculate the Education major average are: All required Education courses.~~
All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Arts in English.
~~70% major average in the Bachelor of Education.~~
During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education

Program Requirement Changes
The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~ **four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Arts in French Studies degree requirements and admission requirements are unchanged by this proposal.
Bachelor of Education

Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**
Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~
All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~
Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Arts in French Studies.
~~70% major average in the Bachelor of Education.~~
During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Science (General Science)/Bachelor of Education

Program Requirement Changes

The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Science (General Science) degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**
Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~

All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3:
Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Science (General Science).
~~70% major average in the Bachelor of Education.~~**During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.**

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Arts (History)/Bachelor of Education

Program Requirement Changes
The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Arts in History degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**

Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~
All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Arts in History.
~~70% major average in the Bachelor of Education~~.
During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Mathematics/Bachelor of Education

Program Requirement Changes
The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Mathematics degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**
Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~
All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Mathematics.
~~70% major average in the Bachelor of Education.~~
During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent Bachelor of Music Education/Bachelor of Education

Program Requirement Changes
The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The Bachelor of Music Education degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**
Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~

All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the Bachelor of Music Education.
~~70% major average in the Bachelor of Education.~~

During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Arts (Political Science)/Bachelor of Education

Program Requirement Changes
The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Arts in Political Science degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**
Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~
All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Arts in Political Science. ~~70% major average in the Bachelor of Education.~~
During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education

Program Requirement Changes

Bachelor of Education

Degree Requirements: ~~60 credits (20 course equivalencies)~~**51 credits (17 course equivalencies)**

Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (P/J) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

~~Courses used to calculate the Education major average are: All required Education courses.~~

All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Recommended Course Sequence

FIRST YEAR
Fall Term: five BA courses
Winter Term: five BA courses

SECOND YEAR
Fall Term: Early Childhood Education (ECE) program at St. Clair College
Winter Term: Early Childhood Education (ECE) program at St. Clair College
Spring Term: Placement at St. Clair College

THIRD YEAR Fall Term: Five BA courses Winter Term: Five BA courses

FOURTH YEAR ~~**Year 1 of the Bachelor of Education program FIFTH YEAR Year 2 of the Bachelor of Education program**~~ **Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation

70% major average and 60% cumulative average in the General Bachelor of Arts in Psychology.
~~70% major average in the Bachelor of Education.~~
During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Arts with Second Language Education/Bachelor of Education

Program Requirement Changes

The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Arts with Second Language Education degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education

Degree Requirements: ~~60 credits (20 course equivalencies)~~**51 credits (17 course equivalencies)**

Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (P/J) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

~~Courses used to calculate the Education major average are: All required Education courses.~~
All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation
70% major average and 60% cumulative average in the General Bachelor of Arts with Second Language Education.

~~70% major average in the Bachelor of Education.~~**During the Bachelor of Education component, candidates must receive a Satisfactory in (equivalent to 70%) all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.**

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

Concurrent General Bachelor of Arts (Visual Arts)/Bachelor of Education

Program Requirement Changes
The Concurrent Bachelor of Education Programs are offered jointly over ~~five years~~**four years** by the participating academic faculty/unit and the Faculty of Education. Students complete the requirements of the undergraduate degree component and then complete the revised three-semester Bachelor of Education component.

The General Bachelor of Arts in Visual Arts degree requirements and admission requirements are unchanged by this proposal.

Bachelor of Education
Degree Requirements: ~~60 credits (20 course equivalencies)~~**45 credits (15 course equivalencies)**
Refer to degree requirements for Consecutive Bachelor of Education above. **The Education component follows the revised three-semester Bachelor of Education (I/S) requirements, including 9.0 credits of practicum and the Professional Learning Series.**

Within the revised I/S Bachelor of Education component, each of the two teaching-subject methodology requirements changes from ~~6.0 credits~~**3.0 credits**, consistent with the revised I/S program requirements.
~~Courses used to calculate the Education major average are: All required Education courses.~~

All courses in the revised three-semester Bachelor of Education component are evaluated on a Satisfactory/Unsatisfactory basis. A grade of Satisfactory corresponds to a minimum grade of 70%.

Program Sequence / Transition
Year 1-3: Students in a B.Ed. concurrent program normally must successfully complete all undergraduate degree requirements before commencing the Bachelor of Education program.

~~Year 4 and Year 5: Courses as required by the Faculty of Education.~~**Year 4: Complete the three consecutive semesters of the revised Bachelor of Education program, beginning in Spring/Summer and continuing through Fall and Winter.**

Standing Required for Continuation and Graduation

70% major average and 60% cumulative average in the General Bachelor of Arts in Visual Arts. ~~70% major average in the Bachelor of Education~~.

During the Bachelor of Education component, candidates must receive a Satisfactory (equivalent to 70%) in all required Education courses and practicum requirements and satisfy the applicable Faculty of Education academic and professional standing requirements.

To graduate from the concurrent program, students must successfully complete both the undergraduate degree requirements and all requirements of the revised Bachelor of Education component.

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

The following changes arise from the companion revisions to the program:

Bachelor of Education (P/J) program

- Bachelor of Education (P/J) degree requirement: 60 credits → 51 credits.
- EDUC-5499 Practicum: 12.0 credits → 9.0 credits, while retaining 80 practicum days.
- P/J Other Requirements/elective component is removed from the revised degree requirements, consistent with the approved three-semester P/J model.
- Grading basis: all courses in the revised three-semester B.Ed. component move to Satisfactory/ Unsatisfactory.
- References to two Education years are replaced by one three-semester Education year beginning in Spring/Summer.
- EDUC 1199, EDUC 2299, and EDUC 3399 will be deleted.
- Course descriptions and learning outcomes are not otherwise being revised through this concurrent-program Form C.

Bachelor of Education (I/S) program

No new courses are proposed through this concurrent-program Form C. The following consequential changes arise from the companion revisions to the Bachelor of Education (I/S) program:

- Bachelor of Education (I/S) degree requirement: 60 credits → 45 credits.
- EDUC-5499 Practicum: 12.0 credits → 9.0 credits, while retaining 80 practicum days.
- I/S teaching-subject methodology courses: 6.0 credits per teachable → 3.0 credits per teachable; one 3.0-credit EDUC elective is retained.
- Grading basis: all courses in the revised three-semester B.Ed. component move to Satisfactory/Unsatisfactory.
- References to two Education years are replaced by one three-semester Education year beginning in Spring/Summer.
- EDUC 1199, EDUC 2299, and EDUC 3399 will be deleted.
- Course descriptions and learning outcomes are not otherwise being revised through this concurrent-program Form C.

B. RATIONALE

Please provide a rationale for the proposed change(s).

This proposal makes the consequential Calendar changes required to align the Concurrent Education stream with the provincially mandated transition from the existing four-semester Bachelor of Education to a three-consecutive-semester model. The undergraduate component remains unchanged. The Education component is revised from 60 credits delivered over two Education years to 45 credits delivered over three consecutive semesters beginning in Spring/Summer.

The proposal deliberately preserves the recently redesigned, approved and accredited B.Ed. curriculum to the greatest extent possible. The present changes focus on program structure, sequencing, credit weighting, practicum and assessment rather than a wholesale redesign of course content or learning outcomes.

All courses in the revised BEd component will use Satisfactory/Unsatisfactory grading, with Satisfactory being equivalent to 70%. The Faculty will develop implementation guidelines for Satisfactory/Unsatisfactory assessment; the current plan is for this work is being led by the Teacher Education Committee with opportunities for faculty input.

The revised concurrent structure allows students to complete the three-year undergraduate degree component before entering the three-semester BEd component. Cohort-specific transition arrangements protect students already admitted under earlier Calendar requirements while moving the 2024 and subsequent cohorts into the revised model at the appropriate point in their program progression.

The revised practicum retains 80 days and consolidates placement activity into longer Fall and Winter experiences. The 2027-28 transition year will require particular attention to placement capacity because outgoing and incoming BEd. structures will overlap. The Faculty is undertaking transition planning with school-board partners to strengthen placement capacity and relationships.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

The revised concurrent stream will be delivered using the Faculty of Education's existing regular faculty, sessional instructors, Field Experience Office, administrative staff, advising structures, classrooms and student-support resources. The undergraduate component continues to be delivered by the participating academic faculty/unit using its existing resources.

Implementation will require coordinated scheduling across Spring/Summer, Fall and Winter, as well as collaboration with the Office of the Registrar regarding registration, program coding and cohort transition. Practicum delivery will continue to rely on established partnerships with regional school boards, schools, administrators and associate teachers.

The Faculty is undertaking additional placement-capacity development during the transition. This may include a time-limited pilot involving experienced educational leaders to strengthen school-board and school relationships and identify additional placement opportunities. Any such initiative remains subject to appropriate University approvals and will supplement, rather than replace, the responsibilities of the Field Experience Office.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

The Faculty currently relies on a combination of regular faculty members and appropriately qualified sessional instructors to deliver the BEd program, and this pattern is expected to continue. The compressed Spring/Summer blocks will change the timing and concentration of some teaching assignments but do not create a new category of instructional staffing. GA support will continue to be allocated through normal Faculty processes and within the existing GA budget, including consideration of summer GA appointments where warranted.

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

The Faculty of Education has received $350,000 in time-limited provincial transition funding to support implementation of the revised teacher education framework. A portion may be used for transition activities, including practicum-capacity development, subject to University approval and applicable funding conditions. Approximately $75,000 also remains from earlier funding intended to support a more efficient advising system and increased practicum placement capacity. These funds are transitional and do not constitute permanent base-budget resources.

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

The revised concurrent structure streamlines the Education component and eliminates the need to deliver the B.Ed. across two separate academic years for new cohorts. Scheduling, teaching assignments and sectioning will be reorganized across the three-semester model using existing resources. Temporary transition funding will be used, where appropriate, to address short-term implementation pressures without embedding those expenditures permanently in the Faculty's base budget.

No reduction in the academic integrity of the undergraduate component or the required 80 practicum days is proposed. Any continuing initiatives developed with transition funding will be evaluated for effectiveness and sustainability before a longer-term commitment is made.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	No permanent additional faculty complement is requested through this proposal. Teaching assignments and sessional requirements will be managed through normal academic planning and appointment processes.
Staff:	No permanent additional staff complement is requested. Administrative workload associated with scheduling, registration, advising and practicum coordination will be monitored during implementation. Time-limited transition funding may support temporary implementation initiatives.
GA/TAs:	No increased GA budget is requested. GA allocations, including possible summer appointments, will be managed within existing resources and normal allocation processes.

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	No additional permanent library resources are anticipated.
Teaching and Learning Support:	Existing Centre for Teaching and Learning, Brightspace and information-technology supports are expected to support implementation, including faculty work associated with compressed course delivery and Satisfactory/Unsatisfactory assessment.
Student Support Services:	Existing accessibility, counselling, academic advising and student-success services are expected to support students in the revised program. Clear communication will be important because of the concentrated program timeline.
Space and Facilities:	Existing University and Faculty of Education teaching spaces are expected to be sufficient. Spring/Summer scheduling will require coordinated room allocation for multiple sections and intensive blocks.
Equipment (and Maintenance):	No new permanent equipment allocation is requested.

University of Windsor
Program Development Committee

*5.2: **Education – Summary of Minor Course and Calendar Changes (Form E)**

Item for: **Information**

Forwarded by: **Faculty of Education**

Document Management – Form History *(Use as needed. Leave blank if there have been no changes.)*

Date of Modification	Approval Body Modifying (*eg*, Program Committee, AAU Council, *etc*.)	Reason for Modification
September 24, 2026	Faculty of Education Faculty Council	The curriculum is being changed from two years to three-semesteres

Confirmation of Consultation with AAUs That Will Be Affected, in Major Ways, by the Changes

AAU Consulted	AAU Head/Directors	Date Consulted	Supportive	
			Yes	No
N/A				

Please specify to which calendar *[Undergraduate or Graduate]* the changes will be made. Include the effective date* *[Fall, Winter, Spring, 20XX]*. *(subject to timely and clear submission)* These changes require no new resources.	Undergraduate Calendar – Fall 2027.

A. Proposed Course Calendar Revisions

Please provide the current and the proposed new course information by cutting and pasting from the current undergraduate or graduate online calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining. For contact hour/laboratory requirement changes which do not always appear in the calendar, please type in the current information and clearly mark deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining. Example: GOVN-1001. University Senates ~~= Role and Power~~ This course explores the history, role, and responsibilities of Senates in Canadian universities. ~~(Also offered as BIOC-1001.)~~ (Prerequisite: CHEM-1000.) ~~2 lecture hours and 1 tutorial hour per week~~ 3 lecture hours/week

~~Courses may extend over one, two or four terms.~~

~~EDUC-1199. Community Service Education~~
~~The course provides students with directed experience in a community service organization such as a service club, a youth club or group, a national park or conservation area, or a science museum. The Faculty of Education Field Experience Office will arrange the Community Service Field Placements, where applicable. Workshops and seminars will prepare students for the Community Service Field Placements and introduce students to the Professional Year Applicant Portfolio as a means of documenting and reflecting on professional learning and practice in the teaching profession. (Open only to students in the Modern Languages, French, English Language and Literature, History, Drama, Visual Art, General Science and Mathematics I/S Concurrent Education programs). (This is an experiential learning course.)~~

~~EDUC-2299. Teaching and Learning Part I~~
~~This course provides students with directed field experiences in a grade 9 or 10 classroom (mathematics or science) during each of the Fall and Winter semesters. The Faculty of Education Field Experience Office will arrange the Field Placements. Workshops and seminars will provide an orientation to schools, with a focus on school culture and school community, and assist students in developing their Professional Year Applicant Portfolio as a means of documenting and reflecting on professional learning and practice in the teaching profession. (Open only to third-year students in the Modern Languages, French, English Language and Literature, History, Drama, Visual Art, General Science and Mathematics I/S Concurrent Education programs (Prerequisite: EDUC-1199). (This is an experiential learning course.)~~

~~EDUC-3399. Teaching and Learning Part II~~
~~This course provides students with directed field experiences in a grade 11 or 12 classroom (mathematics or science) during the Fall semester. The Faculty of Education Field Experience Office will arrange the Field Placements. Workshops and seminars will provide an orientation to the senior division, with a focus on school culture and school community, and assist students in completing their Professional Year Applicant Portfolio. (Open only to fourth-year students in the Modern Languages, French, English Language and Literature, History, Drama, Visual Art, General Science and Mathematics I/S Concurrent Education programs.) (Pre-requisites: EDUC-1199 and EDUC-2299). (This is an experiential learning course).~~

EDUC-5200. Religious Education in Roman Catholic Schools
This course is provided for those preparing themselves for the ministry of teaching in the Roman Catholic Schools of Ontario. This course is open to all Education students. This course offers prospective teachers the opportunity: 1) to reflect, in an adult context, upon the significance of their faith and faith growth for themselves and their students; 2) to gain a theological background for an introduction to Religious Education. (1.5 Credit Weight). **(Graded on Pass/Non-Pass basis)**

EDUC-5201. Philosophy of Education
An introduction to critical analysis of educational philosophies and their applications in schools. Teacher candidates will explore a range of educational philosophies from diverse perspectives including Indigenous knowledge systems. They will build their own teaching philosophy that reflects their personal values and perspectives while supporting their future students from diverse social origins, cultures, identities, and social status (lived and perceived). The course engages participants in an examination of the purposes of education, education policy, and collaborative practice to achieve equitable access, experiences, and outcomes for all students. (1.5 Credit Weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5202. Foundations of Practice (Part II): Classroom Practice
Theories from Part 1 will be linked to instructional aspects of teaching, discovering strategies that are related to teacher candidates' perspective/philosophy of teaching. (1.5 Credit Weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5203. Educational Psychology
Psychology applied to teaching: child growth and development, the learning process, mental health, learning and adjustment problems in the environment. (3.0 Credit Weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5204. Differentiated Instruction for Students with Special Needs
This course provides an introduction to the field of special education in the Canadian context, focusing on background knowledge needed by teachers to address diverse learning needs in inclusive classrooms. This course provides an introduction to the field of special education in the Canadian context, focusing on background knowledge needed by teachers to address diverse learning needs in inclusive classrooms. It will examine the various methodologies used for differentiating instruction, accommodating and modifying instruction for IEP's, tiered instruction, and using technology to assist learning. (3.0 Credit Weight) (**Graded on Pass/Non-Pass basis)**

~~**EDUC-5205. Educational Foundations, Law and Ethics**~~
~~This course focuses on provincial legislation and policies and explores the significance of professional learning and ethical conduct that involves understanding a range of educational philosophies and pedagogical approaches. (Open only to Concurrent Education students.) (3.0 Credit Weight) (Graded on Pass/Non-Pass basis)~~

EDUC-5206. Indigenous Ways of Knowing
This course explores Indigenous ways of knowing and being, and their application in education. It emphasizes the importance of decolonization in teaching practices and curricula, encouraging teacher candidates to challenge colonial narratives and center Indigenous perspectives in their teaching. Teacher candidates engage with Indigenous ways of knowing, including oral traditions, relational knowledge, and interconnected worldviews. They will explore place-based learning as a foundation for fostering a deeper connection to the land and local Indigenous cultures, develop strategies to incorporate Indigenous knowledge systems into various subject areas, and reflect on the impact of colonization on education and work toward creating inclusive, respectful, and equitable learning environments for Indigenous and non-Indigenous students. By integrating these practices, teacher candidates will be prepared to honor Indigenous identities and histories, support reconciliation efforts, and contribute to transformative educational change. (1.5 Credit Weight) **(Graded on Pass/Non-Pass basis)** (This is an experiential learning course.)

~~EDUC-5207. Service-Learning Specialization~~
~~All PJ/IS students are required to select a Service-Learning course option according to their division PJ/IS. The service-learning course provides exceptional learning opportunities for teacher candidates to appreciate service learning as a teaching strategy with an enhanced understanding of the social, cultural and political aspects of teaching. A diverse offering of service-learning possibilities in the Faculty of Education provide teacher candidates with learning and teaching opportunities in local and international marginalized and vulnerable communities, international non-western contexts, or local out-of-school settings, with an educational approach that combines the practice of pedagogical skills with active community engagement. Such experiential and exceptional learning experiences enhance the teacher candidates' understanding and appreciation of the relationship between students' out-of-school lives and their school experiences, and enable the teacher candidates to become culturally sensitive and responsive teachers with broadened horizons. (3.0 Credit Weight)~~

EDUC-5208. Assessment and Evaluation
This course will examine ways to incorporate "assessment as", "assessment for" and "assessment of" learning in all classes. Emphasis will be placed on incorporating frequent, continuous assessment techniques to foster an environment of intrinsic motivation for success. Strategies for tying feedback directly to curriculum expectations will also be explored. (3.0 Credit Weight) **(Graded on Pass/Non-Pass basis)**

~~EDUC-5209. Critical Analysis of Social, Global and Cultural Issues in Education~~
~~An introduction to critical reflection and analysis of educational issues. This course addresses the varieties of students who enter the classroom in terms of their diverse social origins, cultures, identities, and social status (lived and perceived). It engages participants in an examination of the purposes of education, education policy, and teachers' responsibility to work productively with school colleagues and other adults to achieve equitable access, experiences, and outcomes for all students. (1.5 Credit Weight)~~

EDUC-5210. Law and Ethics
This course focuses on provincial legislation and policies and explores the significance of professional learning and ethical conduct that involves understanding a range of educational philosophies and pedagogical approaches. (Open only to Consecutive Education students.) (1.5 Credit Weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5211. Mental Health
This course is designed to examine two fundamental questions: How do we support the mental health and wellness of everyone within an educational context, and how do we create the conditions for all students to learn and educators to thrive? Content includes evaluating established theories of mental health and illness and considering why certain theories of mental health/illness have been privileged in Canadian systems. This course engages teacher candidates in developing mental health literacy by exploring the concepts of mental health and wellness and mental illness, including the stigma that surrounds it. Teacher candidates will consider various mental health disorders that affect children and youths, focusing on developing educator sensitivity to student behaviours that may indicate a mental health challenge. The course includes discussion on how schools can help foster mental health and wellness, interventions in school settings that can help students with mental health challenges and centers the importance of educators' mental health and wellness. (1.5 Credit Weight). **(Graded on Pass/Non-Pass basis)**

EDUC-5212. Anti-Oppressive and Culturally Sustaining Pedagogy
This course explores the principles of anti-oppression as it relates to culturally sustaining pedagogy in education. Students will examine operation and impact of different forms of oppression on the lives of the children in their classrooms and the ways in which power, privilege, and oppression relate to social difference. Students will develop strategies to promote social justice, Indigeneity, Decolonization/Anti-colonial pedagogy, equity, diversity, and inclusion in their classrooms through Culturally Sustaining Pedagogy - building on decades of asset-based pedagogical research including Culturally Relevant, Culturally Responsive, and Linguistic Pedagogy. (1.5 Credit weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5213. Teaching Culturally and Linguistically Diverse Learner.
This course is developed to support teacher candidates in working effectively with English Language Learners (ELL) of diverse cultural and linguistic backgrounds in K-12 classrooms in Ontario. Teacher candidates will learn how to respond to the challenges and needs of ELL students in any classroom while recognizing, appreciating, and celebrating the social, cultural and linguistic resources they bring to the classroom. Through this course, teacher candidates will receive professional training with basic theoretical and pedagogical knowledge of English as a second or additional language acquisition and instruction, explore a great variety of resources of ELL policy documents and effective practices, and hence get prepared to support English language learners in any classroom setting. (1.5 Credit weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5214. Critical Literacy
Critical literacy is a theoretical framework that offers teachers a perspective for curriculum development, equitable assessment practices and practical instruction. Drawing upon the tenets of critical literacy models, teacher candidates will reflect and analyze their practice teaching to identify the challenges and possibilities of teaching critical literacy in daily classroom life. Critical literacy involves recognizing sociopolitical systems that influence teaching and learning practices. Questioning the practice of schools and curriculum is necessary for teachers to be agents of social change and stewards of democratic education. Teacher candidates will explore teaching strategies that empower learners from diverse abilities and cultural and linguistic backgrounds. Teacher candidates will construct deeper meanings of language and culture, interpret the relationship between language and power, and investigate ways to promote learners' languages and cultures. Teacher candidates will develop an understanding of text and text based social structures to foster equitable, inclusive, and empowering learning communities. The practice of critical literacy practices is meant to be transformative. Teacher candidates will engage in ongoing reflection on their own pedagogical practices and social actions as a critical educator and citizen. (1.5 Credit Weight) **(Graded on Pass/Non-Pass basis)**

~~EDUC-5215. Mathematics Foundations (P/J)~~
~~This course is intended to give prospective teachers an in-depth preparation in the content, concepts, and principles of elementary mathematics education for students in Junior Kindergarten - Grade 6. Real-life problem-solving approaches, usefulness, and power of mathematics in everyday life will be emphasized in the course.~~

~~The use of manipulatives, investigations, discussions, and the application of modern technological tools in appropriate situations. (1.5 Credit Weight)~~

EDUC-5216. Foundations of Elementary Mathematics Pedagogy
This course provides teacher candidates with an in-depth preparation in the content, concepts, and principles of elementary mathematics education for students in Junior Kindergarten to Grade 6. Teacher candidates will focus on developing a growth mindset and integrating conceptual and procedural knowledge in the teaching of mathematics. They will discuss the nature and the goals of teaching mathematics. They will explore the different developmental stages involved in learning mathematics. They will understand what mathematical proficiency entails and examine innovative assessment approaches. They will familiarize themselves with the elementary mathematics curriculum expectations and explore course and unit planning. They will develop rich mathematical tasks and understand their benefits. They will consider how to differentiate for diverse learners and facilitate the teaching and learning of mathematics equitably. Problem-solving approaches and the usefulness and power of mathematics in everyday life will be emphasized in the course. Manipulatives, investigations, discussions, and modern technological tools will be used in the course. (3.0 Credit weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5217. Differentiated Approaches in Elementary School Mathematics
This course gives teacher candidates a preparation in differentiated approaches for students in Junior Kindergarten to Grade 6. The goal is to grow students' enthusiasm and excitement for mathematics, develop their critical and creative thinking, and make connections to other disciplines beyond mathematics, such as other STEM disciplines. This course focuses on children's mathematical thinking and classroom practices that support and develop it. Teacher candidates will discuss and design strategies for helping students demonstrate and communicate different representations of their mathematical ideas. They will explore strategies to provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. They will develop frameworks for the detailed planning of lessons and project-based, modelling and interdisciplinary activities. They will explore the connections between the cognitive, emotional, physical, and social domains in learning mathematics in the elementary grades. Manipulatives, investigations, discussions, and modern technological tools will be used in the course. (1.5 Credit weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5218. Concepts and Practices in Health and Physical Education
This course provides an overview of pedagogical concepts and practices specific to children from Junior Kindergarten to Grade 6 in physical activity, health, and physical education settings. It explores in-depth the pedagogy of physical activity for developing physical and health literacy through culturally relevant approaches, including Indigenous knowledge systems, that prioritize social-emotional learning through topics such as movement domains and competencies, Daily Physical Activity (DPA) and assessment and evaluation strategies. Health literacy is explored and applied to the health education needs of children from Junior Kindergarten to Grade 6. The understanding of course content will be enhanced through tutorials where students will have an opportunity to apply course concepts in practice and familiarize themselves with the Ontario Physical and Health Education Association (Ophea) webpage. Course content can be directly applied to improve physical activity and promote healthy schools and communities. Instruction will occur across a range of settings, including outdoor and indoor settings. (3.0 Credit weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5219. Interdisciplinary Education for Sustainability
This course will engage teacher candidates in school-based and community-oriented activities in promoting ecological civilization. It will integrate diverse ways of knowing and being in addressing UNESCO's (2005, 2016) calls for the integration of Sustainability Education in initial teacher education. Teacher candidates will learn how to integrate education for sustainability in their subject areas and engage school students in real-life problem-solving projects in response to climate change and other social-environmental challenges at both local and global levels. The course will provide teacher candidates with opportunities to learn about the deeper meaning of sustainability from Indigenous perspectives in Canada as well as wisdom traditions from around the

world that emphasize harmonious relationships of humans, nature, and society. They will learn ways of interweaving diverse cultural knowledges holistically and creatively through their chosen interdisciplinary projects that promote education for sustainability in a culturally responsive manner for K-12 students. (3.0 Credit weight) **(Graded on Pass/Non-Pass basis)** (This is an experiential learning course.)

~~EDUC-5221. Pedagogy of the Arts (J/I)~~
~~This course situates the arts in Grades 4 to 8 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasizes differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight)~~

~~EDUC-5225. Mathematics Foundations (J/I)~~
~~An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching mathematics. (1.5 Credit Weight)~~

EDUC-5231. Pedagogy of the Arts (I/S)
This course situates the arts in Grades 7 to 8 classes and communities and examines how they contribute to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasizes differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5311. Visual Arts Methodology
In this Visual Arts Methodology course, teacher candidates will examine curriculum expectations as outlined by The Ontario Curriculum for the Arts Grades 1–8, with an emphasis on ways for preservice teachers to develop skills in planning, presenting, and evaluating a Visual Arts program for diverse learners. It will provide an overview of the role and value of arts in education to develop in students and teachers a positive attitude towards the teaching and learning of visual arts. Candidates will experience a variety of art processes such as drawing, painting, printmaking, sculpture, performance art, and multimedia for the purpose of communicating personal expression through visual media (The Arts, Ministry of Education and Training (2009) The Ontario Curriculum Grades 1–8, The Arts). (1.5 Credit Weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5312. Media Literacies and Digital Pedagogy
This course focuses on critical and practical pedagogical approaches to the development of digital, media, and data literacies. With an emphasis on teaching, learning, and inquiry, students are introduced to critically literate practices related to digital and data field tools across the curriculum and within society more broadly. The capacity to access, analyze, and evaluate information and misinformation is emphasized in the course, as are bias and corporate influence on media and on digital tools. Students will evaluate digital educational resources, discuss and assess uses of new media in school contexts, and gain hands-on experiences with various digital tools, including Generative Artificial Intelligence. They will also engage with a variety of digital platforms to develop teaching and learning materials, with the aim of building a thoughtful disposition towards the use of learning technologies within their own classroom and school contexts. The overall goal of this course is to make collaborative, creative, critical use of digital platforms to explore past, present, and possible future trends in media, technology, and education. (3.0 Credit Weight) **(Graded on Pass/Non-Pass basis)**

~~EDUC-5313. Health and Physical Education (P/J)~~
~~This course explores a constructivist approach to teaching health and physical education to children from Junior Kindergarten to Grade 6 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight)~~

EDUC-5314. Language Arts Methodology (P/J)
This course is an introduction to the theories of learning and linguistics of children from Junior Kindergarten to grade 6 with an emphasis on curriculum content, expectations, ways of learning and implications of EQAO standardized testing in Ontario. It will facilitate an understanding of reading, writing, oral communication, media literacy, and representation in the Primary and Junior (P/J) divisions. In this course we will examine current language arts instruction in schools in light of historical and current trends in the field of literacy development. (3.0 Credit Weight) **(Graded on Pass/Non-Pass basis)**

~~EDUC-5315. Mathematics Methodology (P/J)~~
~~This course is designed to introduce methods for teaching mathematics to elementary students from Junior Kindergarten - Grade 6. This course focuses on children's thinking in mathematics and classroom practices that support and develop children's thinking. Teacher candidates will develop frameworks for assessing children's strategies for solving problems. They will explore the connection between arithmetical and algebraic thinking in the elementary grades. (3.0 Credit Weight)~~

EDUC-5316. Music Pedagogy
An introduction to the growth, development, and learning of children from Junior Kindergarten to grade 6 with an emphasis on instructional practices and curriculum planning for teaching music. (1.5 Credit Weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5317. Science and Technology (P/J)
This course explores an inquiry-based approach to teaching science to children, in the elementary grades, with a focus on varied instructional strategies, cross-curricular and integrated learning (including STEM), differentiated instructional practices, equity & diversity, curriculum planning and assessment. (3.0 Credit Weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5318. Social Studies (P/J)
This course explores a constructivist approach to teaching social studies to children from Junior Kindergarten to Grade 6 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight) **(Graded on Pass/Non-Pass basis)**

~~EDUC-5319. Issues in Education~~
~~An introduction to critical reflection and analysis of social, cultural and political issues in education.~~

~~EDUC-5321. Visual Arts Methodology~~
~~An introduction to the growth, development, and learning of children from grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching visual art. (3.0 Credit Weight)~~

~~EDUC-5322. Digital Technology and Social Media Applications (J/I)~~
~~This course explores a range of digital technologies in educational settings. Focusing on teaching, learning and inquiry, students will evaluate digital educational resources, critically discuss and assess uses of new media in school-based contexts, gain hands-on experiences with various digital tools, and develop various multimedia instructional tools with the aim of building an intelligent and thoughtful disposition towards the use of learning technologies within their own classroom and school contexts. (3.0 Credit Weight)~~

~~EDUC-5323. Health and Physical Education (J/I)~~
~~This course explores a constructivist approach to teaching health and physical education to children from Grades 4 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight)~~

~~EDUC-5324. Language Arts (J/I)~~

~~An introduction to the growth, development, and learning of children from grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching language arts. (1.5 Credit Weight)~~

~~EDUC-5325. Mathematics Methodology (J/I)~~
~~An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching mathematics. (1.5 Credit Weight)~~

~~EDUC-5326. Music Methodology~~
~~An introduction to the growth, development, and learning of children from grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching music. (1.5 Credit Weight)~~

~~EDUC-5327. Science (J/I)~~
~~This course explores an inquiry-based approach to teaching science to children from Grades 4 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (3.0 Credit Weight)~~

~~EDUC-5328. Social Studies (J/I)~~
~~This course explores a constructivist approach to teaching social studies to children from Grades 4 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight)~~

~~EDUC-5331. Visual Arts Methodology (I/S)~~
~~An introduction to the development and learning of students in grades 7 to 8 with an emphasis on instructional practices and curriculum planning for teaching visual art. (1.5 Credit Weight)~~

~~EDUC-5332. Digital Technology and Social Media Applications (I/S)~~
~~This course explores a range of digital technologies in educational settings. Focusing on teaching, learning and inquiry, students will evaluate digital educational resources, critically discuss and assess uses of new media in school-based contexts, gain hands-on experiences with various digital tools, and develop various multimedia instructional tools with the aim of building an intelligent and thoughtful disposition towards the use of learning technologies within their own classroom and school contexts. (3.0 Credit Weight)~~

EDUC-5333. Health and Physical Education (I/S)
This course explores a constructivist approach to teaching health and physical education to children Grades 7 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight) (Graded on Pass/Non-Pass basis)

EDUC-5334. Language Across the Curriculum (I/S)
This course focuses on learning about literacy skills to scaffold Intermediate/Senior students' engagement with challenging subject-specific academic language, concepts, and structures in textbooks as well as via a range of communicative contexts. It also explores current theories of sociocultural approaches to additional language learning with Culturally and Linguistically Diverse (CLD) secondary students. The course offers practical ways to invite secondary students into reflective inquiry drawing upon content area literacy and disciplinary literacy. Teacher candidates are asked to consider their own positioning in relation to language learning and to what degree they see it as shaping social identity. Literacy is reading, writing, listening, viewing, and speaking; it is also the study of representation. The course considers some of the Ontario Ministry of Education guidelines on content area reading, literacies, and teaching CLD students. (3.0 Credit Weight) **(Graded on Pass/Non-Pass basis)**

~~EDUC-5335. Mathematics (I/S)~~

~~An introduction to the growth, development, and learning of children Grades 7 to 8, with an emphasis on instructional practices and curriculum planning for teaching mathematics. (1.5 Credit Weight)~~

~~EDUC-5336. Music Methodology~~
~~An introduction to the development and learning of students in grades 7 to 8 with an emphasis on instructional practices and curriculum planning for teaching music. (1.5 Credit Weight)~~

~~EDUC-5337. Science (I/S)~~
~~This course explores an inquiry-based approach to teaching science to children Grades 7 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight)~~

~~EDUC-5338. Social Science (I/S)~~
~~This course explores a constructivist approach to teaching social studies to children Grades 7 to 8 with an emphasis on differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit Weight)~~

~~EDUC-5339. Career and Guidance Education (I/S)~~
~~An exploration of the development and learning of students in grades 7 to 8 with an emphasis on career and guidance education. (1.5 Credit Weight)~~

EDUC-5352 to EDUC-5380. ~~Junior Intermediate~~, Intermediate - Senior Methods
These courses provide a more detailed study and application of the aims and teaching procedures of specific subjects in the ~~Junior Intermediate and~~ Intermediate-Senior concentrations. Intermediate-Senior candidates must select two courses from the List of Teachables. ~~Table of Options, Junior Intermediate candidates must select one~~. **(Graded on Pass/Non-Pass basis)**

List of Teachables
EDUC-5352. Art (~~6.0~~ **(3.0 credits)**
EDUC-5356. English (~~6.0~~ **(3.0 credits)**
EDUC-5358. French (~~6.0~~ **(3.0 credits)**
EDUC-5359. Geography (~~6.0~~ **(3.0 credits)**
EDUC-5360. Media Arts (~~6.0~~ **(3.0 credits)**
EDUC-5362. History (~~6.0~~ **(3.0 credits)**
EDUC-5366. Mathematics (~~6.0~~ **(3.0 credits)**
EDUC-5367. Music (Vocals) (~~6.0~~ **(3.0 credits)**
EDUC-5368. Music (Instruments) (~~6.0~~ **(3.0 credits)**
EDUC-5369. Health and Physical Education (~~6.0~~ **(3.0 credits)**
EDUC-5370. Business Studies (~~6.0~~ **(3.0 credits)**
EDUC-5373. Biology (~~6.0~~ **(3.0 credits)**
EDUC-5374. Chemistry (~~6.0~~ **(3.0 credits)**
EDUC-5376. Physics (~~6.0~~ **(3.0 credits)**
EDUC-5377. Social Sciences (~~6.0~~ **(3.0 credits)**
EDUC-5379. Drama (~~6.0~~ **(3.0 credits)**
EDUC-5380. General Science (~~6.0~~ **(3.0 credits)**

EDUC-5352. Visual Arts
This course focuses on assisting teacher candidates in developing curriculum planning and assessment that integrates concept-based instruction with traditional art-making methodologies such as drawing, painting, sculpture, and printmaking. A range of strategies for engaging Intermediate/Senior students with the visual arts will be explored within the contexts of differentiated instruction, diversity, and environmental and social justice. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5356. English
This course provides teacher candidates with pragmatic skills and a theoretical background in English Language Arts methodology for teaching at the Intermediate and Senior levels. It explores multiliteracies and teaching rooted in anti-racist and culturally responsive pedagogies, with a focus on bringing critical thinking practices into reading, listening, viewing, speaking, writing, and representing in creative and multimodal ways. Teacher candidates engage with Ontario curriculum and Ministry guidelines in relation to curriculum planning, differentiated learning, assessment and evaluation, develop a repertoire of pedagogical strategies, and reflect on their emerging teacher identities. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5358.French
This course examines foundational ideas for the teaching and learning of French as a second language. Teacher candidates explore pedagogies associated with French literacies, including oral language development, reading, and writing, as well as key ideas related to curriculum, planning, and assessment. The course considers the complexities and possibilities of teaching French as a second language, including strategies for promoting high levels of student engagement, incorporating rich and diverse resources into teaching practice, and responding to varied student strengths and needs. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5359. Geography
This course develops teacher candidates' understanding of the philosophical and pedagogical foundations of Geography education and effective approaches to teaching Geography at the Intermediate and Senior levels. Emphasis is placed on geographic literacy, spatial thinking, human–environment relationships, and the application of Ontario curriculum expectations through learner-centred, inquiry-based, and authentic instructional strategies. Teacher candidates explore geographic concepts and skills, including mapping, fieldwork, geospatial technologies, and the use of local environments as learning resources. The course also addresses curriculum planning, differentiated instruction, assessment and evaluation, and the design of meaningful learning experiences through lesson and unit planning, collaborative activities, and microteaching. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5360. Media Arts
~~Media Arts teachable focuses on strategies to refine high school students' use of multiple media and their skills in the use of emerging technologies and tools. The technologies and processes used include photography, film, classical animation, and video/television. On the digital side technologies include digital imaging, sound recording and sonic sculpture, two and three-dimensional animation, multimedia production, holography and web-page design. (6.0 Credit weight).~~**This course develops teacher candidates' skills and knowledge in the methodology of teaching Media Arts at the Intermediate and Senior levels in Ontario, including program planning and implementation, assessment, and the design and management of learning environments. Areas explored include digital photography, film, art, video, animation, multimedia production, broadcasting, and music, with attention to the development of students' creativity, artistic skills, technical expertise, and theoretical knowledge. Emphasis is placed on Ontario curriculum and Ministry resource documents and on modelling the use of media arts in instruction through relevant and meaningful learning activities. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)**

EDUC-5362.History
This course focuses on strategies specific to the teaching of History at the elementary and secondary levels, with particular emphasis on assisting teacher candidates to employ and nurture critical thinking skills in their students. Topics include primary document analysis, local history, authentic history, and making connections between the past and present, integrated with appropriate pedagogical strategies for the contemporary History classroom. The course takes a practical approach to preparing teacher candidates with the resources and tools needed to teach History courses within the Ontario Curriculum. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5366. Mathematics
This activity-based course develops teacher candidates' pedagogical, content, and technological knowledge for teaching mathematics in the Intermediate and Senior divisions. It focuses on implementing the Ontario mathematics curriculum, applying theories of learning, and using digital and physical manipulatives, mathematics software, resources, and technologies to support mathematical proficiency. The course explores connections between mathematics, other subjects and life experiences, including STEM, and the design of modelling activities that apply mathematics in real-life contexts while fostering curiosity and joy in learning mathematics. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5367. Music (Vocal)
This course develops and refines teacher candidates' knowledge of the principles, pedagogies, and materials associated with teaching vocal music at the Junior, Intermediate, and Senior levels. Teacher candidates engage with grade-appropriate Ontario curriculum; explore multiple pedagogical approaches and inclusive strategies; design lesson, unit, and longer-term plans with clear curricular and pedagogical goals; develop appropriate assessment and evaluation strategies; and apply technologies and media to meet diverse learning needs. The course also emphasizes critical thinking and professional communication within the school context. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5368.Music (Instrumental)
This course develops and refines teacher candidates' knowledge of the principles, pedagogies, and materials associated with teaching instrumental music at the Junior, Intermediate, and Senior levels. Teacher candidates engage with grade-appropriate Ontario curriculum; explore multiple pedagogical approaches and inclusive strategies; design lesson, unit, and longer-term plans with clear curricular and pedagogical goals; develop appropriate assessment and evaluation strategies; and apply technologies and media to meet diverse learning needs. The course also emphasizes critical thinking and professional communication within the school context. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5369. Health and Physical Education
This course prepares teacher candidates to teach the Active Living, Movement Competence, and Healthy Living strands of Ontario's Health and Physical Education curriculum. It examines the history of HPE, instructional processes and curriculum models, classroom and behaviour management, assessment and evaluation practices, safety and legal considerations, and lesson and unit planning. The course also explores pedagogical approaches and instructional strategies for developing health and physical literacy, including Teaching Personal and Social Responsibility and Teaching Games for Understanding, with attention to social-emotional learning, living skills, and the development and assessment of movement competence. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5370. Business Studies
This course familiarizes teacher candidates with the Ontario Business Studies Curriculum and theories of learning and teaching at the secondary level. It develops teacher candidates' abilities to apply innovative and student-centred instructional strategies and effective assessment and evaluation methods in Business Studies. The course examines current and emerging issues in business education, the integration

of information and communication technology and current economic events into course content, and the selection and use of resources consistent with Ontario Ministry of Education guidelines and regulations. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC 5373. Biology
This course promotes the development of Biology pedagogy through analysis of teaching procedures, constructivist models that reveal and promote student understanding of inquiry, and materials for selecting and organizing instruction. Teacher candidates develop an understanding of the Intermediate/Senior Biology curriculum and explore current trends and issues in Biology education, including technology, culturally responsive pedagogy, authentic assessment practices, science inquiry, and current science and educational research. Professional growth is supported through activities including professional discourse, microteaching, lesson and unit planning, and engagement with professional literature. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5374. Chemistry
This course develops teacher candidates' understanding of and effective techniques for teaching Chemistry in conjunction with the Intermediate/Senior curriculum. It explores current trends and issues in chemistry education and provides opportunities to develop teaching skills through personal experience, observation, professional discussion, and interactive learning. Topics include science curriculum, the nature of science, inquiry-based teaching, student preconceptions and conceptual change in chemistry, questioning, environmental education, curriculum integration, culturally responsive pedagogy, lesson and unit planning, laboratory learning, and assessment. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC 5376. Physics
This course develops teacher candidates' understanding of and effective techniques for teaching Physics in conjunction with the Intermediate/Senior curriculum. It explores current trends and issues in physics education and provides opportunities to develop teaching skills through personal experience, observation, professional discussion, and interactive learning. Topics include science curriculum, the nature of science, inquiry-based teaching, student preconceptions and conceptual change in physics, questioning, environmental education, curriculum integration, culturally responsive pedagogy, lesson and unit planning, laboratory learning, and assessment. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5377. Social Sciences
This course focuses on strategies, techniques, and theories for developing teacher candidates' knowledge and abilities to effectively teach Intermediate/Senior Social Studies in Ontario schools. It explores constructivist, inquiry-based, project-based, anti-racist, critical, conceptual, and culturally responsive approaches to Social Studies curriculum and pedagogy. The course incorporates practical strategies drawing upon concept-based curriculum, visual thinking, and technology-based approaches to teaching Social Studies. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5379. Dramatic Arts
This course provides practical preparation for teaching Dramatic Arts. Teacher candidates develop hands-on skills related to drama instruction, including creating original dramatic material, warm-ups and lessons; incorporating contemporary and classical texts; directing scenes and monologues; producing and directing school plays; and creating props, costumes, masks, armour, and puppets. The course also considers theatre field trips and workshops, cross-curricular units, creative approaches to classroom and dramaturgical problems, stage movement, and opportunities to direct, produce, and design student productions. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5380. General Science

This course develops teacher candidates' understanding of and effective techniques for teaching Science in conjunction with the Junior/Intermediate and Intermediate/Senior curricula. It promotes the development of science teaching professionals through analysis of instructional practices, constructivist models that reveal and promote student understanding of inquiry, and materials for selecting and organizing instruction. Teacher candidates develop interdisciplinary curricula incorporating appropriate uses of technology, culturally responsive pedagogy, the history and philosophy of STEM disciplines, authentic assessment, science inquiry, and current STEM and educational research. Professional growth is supported through professional discourse, microteaching, presentations, and lesson and unit planning. (Credit weight 3.0) (Graded on Pass/Non-Pass basis)

EDUC-5386. Curriculum Development for Technological Studies Part I

An introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course. **(3.0 credits) (Graded on Pass/Non-Pass basis)**

EDUC-5387. Curriculum Development for Technological Studies Part II

An introduction to the theory and practice of curriculum development for Broad-Based Technology programs in secondary schools. The course uses a constructivist approach to promote integrated learning and broad-based technology approaches through activities that lead to the development of unit plans, a course of study, a project outline, a student learning module and a course portfolio. Thematic and project-based strategies are used to address the learning expectations outlined in curriculum guidelines and policy documents and provide a variety of student learning styles, teaching approaches, and assessment and evaluation strategies. Shop safety and workplace safety are themes infused throughout the course. (Prerequisite: EDUC-5386.) **(3.0 credits) (Graded on Pass/Non-Pass basis)**

EDUC-5388. Principles and Methods of Teaching Technological Studies Part I

This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules. **(3.0 credits) (Graded on Pass/Non-Pass basis)**

EDUC-5389. Principles and Methods of Teaching Technological Studies Part II

This course is an introduction to the methodology and processes of facilitating learning in the Broad-Based Technological Education classroom. The course will provide opportunities to apply pre-instructional planning, instruction and classroom management skills, ongoing and post-instructional assessment and evaluation strategies. Emphasis is on course activities that will focus on teaching and learning theories, the dynamics of team and group learning, and the development of written and oral communication skills. Course activities include lesson planning, team practice teaching, report writing, seminar presentations, and the development of video and print student learning modules. (Prerequisite: EDUC-5388.) **(3.0 credits) (Graded on Pass/Non-Pass basis)**

EDUC-5401. Global Citizenship and Democratic Education

This course introduces students to education as a public endeavour, both in a democratic society and in a global world. It will prepare students to understand the roles and responsibilities of all citizens in democratic societies and the importance of citizenship and democratic education in shaping these roles in an increasingly diverse and interconnected world. It will explore citizenship in a complex public sphere and emphasize participatory and equity-focused approaches to engaging learners in local, national, and international issues across the curriculum. The course will also emphasize and explore equity, diversity, and inclusion as democratizing practices that can be applied to the interwoven challenges that face our world today. Indigenous ways of knowing will be introduced for students to explore diverse approaches to global citizenship and democratic education. It will further consider how the idea of decolonization can be operationalized in relation to the other concepts. Using action-oriented pedagogy, the course will examine case studies to enhance an understanding of global citizenship and how citizenship is perceived and denied. (Credit weight 3.0) **(Graded on Pass/Non-Pass basis)** (This is an experiential learning course.)

EDUC-5402. School, Community, and Family Partnerships

This course will help teacher candidates understand how strong family and community engagement in children's education both at school and at home makes a significant contribution to student achievement and well-being. Teacher candidates will learn about a wide range of research, policy documents, and initiatives in school, community, and family partnerships. With explorations of rich resources of family-school-community partnerships, and incorporating Equity, Diversity, Inclusion, and Decolonization principles, they will be engaged in activities to learn how to develop practical initiatives in meaningful and culturally responsive ways with a sense of a shared responsibility among school educators, families, and communities. Teacher candidates will learn to develop their intercultural competence, and interpersonal communication skills to become culturally responsive teachers. (Credit weight 3.0) **(Graded on Pass/Non-Pass basis)** (This is an experiential learning course.)

EDUC-5403. Gender and Sexuality in Education

Students will study equity, diversity, and inclusion theories and practices as pertaining to gender, sexuality, and sexual orientation in education. They will critically analyze the presence and reproduction of gender norms within educational spaces including in the curriculum and social dynamics. The course will address how gender and sexuality intersect with other social constructs such as class, race, and ability as well as systems such as patriarchy and colonization in shaping students' learning experience and environment. Students will also analyze the ways that school policies and practices can enhance or obstruct staff and students' rights and safety from a gender perspective. Students will study equity, diversity, and inclusion theories and practices as pertaining to gender, sexuality, and sexual orientation in education. They will critically analyze the presence and reproduction of gender norms within educational spaces including in the curriculum and social dynamics and consider how gender and sexuality intersect with other social constructs such as class, race, and ability as well as systems like patriarchy and colonization in shaping students' learning experience and environment. Students will also analyze the ways that school policies and practices can enhance or obstruct staff and students' rights and safety from a gender perspective. (Credit weight 3.0) **(Graded on Pass/Non-Pass basis)** (This is an experiential learning course.)

EDUC-5404. Music Pedagogy II

This course welcomes teacher candidates from all academic backgrounds to become reacquainted with their inner musician, appraise music as vital to the human experience, discover the principles and values of music education, explore the development and learning of students in music instruction and curriculum, acquire basic tools toward musical literacy, and assess the benefits of music education while investigating barriers to equitable access. (Credit weight 3.0) **(Graded on Pass/Non-Pass basis)** (This is an experiential learning course.)

~~EDUC-5405. Music Pedagogy II~~

~~This course is a continuation of Music Pedagogy I. Students will continue studying the growth, development, and learning of children from Junior Kindergarten to grade 6 with an emphasis on instructional practices and~~

~~curriculum planning for teaching music. Students will expand their musical literacy as a pathway to becoming more confident and effective educators, embracing a better acquaintance with their inner musician while equipping themselves with essential tools to teach music in the elementary generalist classroom. (Credit weight 3.0)(This is an experiential learning course.)~~

EDUC-5406. STEM Education
This course provides an introduction to the nature and value of integrated and multidisciplinary collaborations in Science, Technology, Engineering, and Mathematics (STEM) education. Topics include, but are not limited to: STEM in the Ontario Science and Technology Curriculum, the nature and structure of STEM, embedding STEM, STEM pedagogy, the STEM learning environment, STEM curriculum planning, STEM assessment and evaluation, equity and inclusiveness in STEM and STEM activities. This course promotes the development of science teaching professionals through in-depth analysis of teaching procedures, constructivist models that reveal and promote student understanding of STEM, and materials for selecting and organizing instruction. Teacher candidates develop interdisciplinary focused curricula that incorporate these aspects of teaching and learning, the appropriate use of technology, authentic assessment, and current STEM and educational research. The course provides opportunity for professional growth through reviews of professional literature, and contribution to provincial, and/or local school STEM activities. (Credit weight 3.0) **(Graded on Pass/Non-Pass basis)** (This is an experiential learning course.)

EDUC-5407. Teaching Scientific and Mathematical Inquiry
This course aims to cultivate inquiry-based approaches for teaching Grades 7 to 12 science and math curriculums. Through an exploration of pedagogical strategies, curriculum alignment, and the integration of inquiry into lesson planning, students will develop the skills needed to foster a culture of scientific and mathematical curiosity and connection to real-life problems in Grades 7 to 12 classrooms. (Credit weight 3.0) **(Graded on Pass/Non-Pass basis)**

EDUC-5408. Supporting and Engaging the Adolescent Learner
This course focuses on adolescence as a critical developmental stage marked by rapid emotional, social, and cognitive changes. Many learners face mental health challenges during this period, often rooted in larger sociological and political structures of exclusion, inequity, and harm. They can also face challenging social dynamics with their peers, family, and the society in which they live. Systemic factors, such as racial and economic disparities, societal stigmas, and institutional practices, can exacerbate these challenges, creating barriers to student success and well-being. Through this course, teacher candidates will explore how punitive and exclusionary policies and practices in education and in the contemporary era target poor and marginalized students and families, and how issues of class, including the need to caretake family, work after school, and lack of social capital exclude adolescences and places them at risk. Teacher candidates will critically examine the sociopolitical factors that impact adolescent development, academic success, and well-being, and learn to advocate for equitable and supportive practices in education. By considering why certain theories of adolescence have been privileged in Canadian systems, and examining adolescence from multiple perspectives, including Indigenous knowledge systems, educators will be prepared to guide their students toward success in school, higher education, career development, and social engagement. (Credit weight 3.0) **(Graded on Pass/Non-Pass basis)**

EDUC-5411. Drama Methodology (P/J)
This course situates Drama as one of the arts in Junior Kindergarten to Grade 6 classes and communities and examines how it contributes to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasizes differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit weight) **(Graded on Pass/Non-Pass basis)**

EDUC-5412. Dance Methodology (P/J)
This course situates Dance as one of the arts in Junior Kindergarten to Grade 6 classes and communities and examines how it contributes to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasizes differentiated instructional practices, diversity, curriculum planning and assessment. (1.5 Credit weight) **(Graded on Pass/Non-Pass basis)**

~~EDUC-5414. Language and Media Literacy (P/J)~~
~~Emphasis will be placed on instructional practices and curriculum planning for teaching language arts through differentiated and tiered instruction. The use of media in language arts will be explored through a critical lens. (1.5 Credit Weight)~~

~~EDUC-5421. Drama Methodology (J/I)~~
~~This course situates Drama as one of the arts in Grades 4 to 8 classes and communities and examines how it contributes to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasizes differentiated instructional practices, diversity, curriculum planning and assessment.~~

~~EDUC-5422. Dance Methodology (J/I)~~
~~his course situates Dance as one of the arts in Grades 4 to 8 classes and communities and examines how it contributes to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasizes differentiated instructional practices, diversity, curriculum planning and assessment~~

~~EDUC-5424. Language and Media Literacy (J/I)~~
~~An introduction to the growth, development, and learning of children from Grades 4 to 8, with an emphasis on instructional practices and curriculum planning for teaching language arts. (1.5 Credit Weight)~~

~~EDUC-5431. Drama Methodology (I/S)~~
~~This course situates Drama as one of the arts in Grades 7 to 8 classes and communities and examines how it contributes to the growth of knowledge, creativity, and critical thinking in our students and in society. This will include strategies to encourage best practices in teaching and supporting learning and attainment of skills and knowledge in aesthetic and artistic practices. The course emphasizes differentiated instructional practices, diversity, curriculum planning and assessment.~~

~~EDUC-5491, EDUC-5492, EDUC-5493, and EDUC-5494. Practice Teaching~~
~~Directed observation and practice teaching is provided through a series of field experiences. Primary-Junior candidates will normally be placed in Grades K to Six inclusive; Junior-Intermediate candidates will normally be placed in Grades Four to Ten inclusive; Intermediate-Senior candidates will be placed in Grades Seven to Twelve inclusive.~~

~~**EDUC-5497. Community Service Learning**~~
~~Service-learning integrates meaningful community service incorporating broad based technology skills and reflection through action research. Teacher candidates will use their participation outside of the classroom through a service-learning project to reflect on their skill development, develop of a new understanding of the many diverse needs of their students, and integrate the feedback they receive to improve their teaching practice and pedagogy. It is never enough for teachers to be good classroom practitioners; they must also be able to work~~

~~with the many other professionals, families, and community members that help ensure student success. (3.0 Credit Weight)~~

EDUC-5498. Practicum
The practicum consists of two main components: orientation to schools, with a focus on school culture and school community; and classroom practice related to the candidate's specific discipline. Teacher candidates are assigned, during Fall and Winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of sixty days of combined observation and practice related to these components. As well, candidates will do 100 hours of pedagogical workshops, courses or seminars, offered by the Board. The Technological Program Consultant will sign off on this training. Candidates would be required to visit schools that offer their discipline. The Technological Program Coordinator will set up the school visits and the Board will pay for teacher coverage during their absence from regular teaching. (Open only to student in the BEd/Diploma in Technological Education program.) **(~~12~~ 9.0 credits total; 4.5 credits in Fall and 4.5 credits in Winter, comprising 80 practicum days)** (This is an experiential learning course.)

EDUC-5499. Practicum
The practicum consists of two main components: orientation to schools, with a focus on school culture and school community; and classroom practice related to the candidates' specific discipline. Teacher candidates are assigned, during Fall and Winter practicum sessions, to schools or other settings approved by the Ontario College of Teachers, for a minimum of 80 days of combined observation and practice related to these components. **(~~12~~ 9.0 Credit Weight) (Graded on Pass/Non-Pass basis)** (This is an experiential learning course.)

A.1 Experiential Learning Categories

Does the proposed course revision include the addition or deletion of an experiential learning component? For definitions go to: https://www.uwindsor.ca/cces/1423/experiential-learning-definitions

☒ No – the revisions do not include the addition or deletion of an experiential learning component.

☐ Yes – N/A

Experiential Learning Categories	Addition	Deletion
applied research	☐	☐
Capstone	☐	☐
Clinic	☐	☐
co-op	☐	☐
community service learning	☐	☐
creative performance or exhibit (*for visual and performing arts*)	☐	☐
Entrepreneurship	☐	☐
field experience or site visit	☐	☐
field work	☐	☐
industry/community consulting project	☐	☐
interactive simulations	☐	☐
internship – full-time	☐	☐
internship – part-time	☐	☐
professional practicum	☐	☐
research project	☐	☐
study abroad	☐	☐
Labs	☐	☐

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E

A.2 **Are any of the courses being deleted currently required in one or more programs?** *(if no courses are being deleted, check "No".)*

_X___ Yes[A minor program change proposal (PDC Form C) or major program change proposal (PDC Form B) must be submitted with the summary of minor course and calendar changes (PDC Form E)]

____ No. If yes, list all courses that are being deleted and the programs in which they are currently required:

B. Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows. Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. ***If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.*** *Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.*

LEARNING OUTCOMES TABLE

COURSE NUMBER AND TITLE: EDUC-5352 to EDUC-5380. Intermediate - Senior Methods
[These include the following teachables: EDUC-5352. Art, EDUC-5356. English, EDUC-5358. French, EDUC-5359. Geography, EDUC-5360. Media Arts, EDUC-5362. History, EDUC-5366. Mathematics, EDUC-5367. Music (Vocals), EDUC-5368. Music (Instruments), EDUC-5369. Health and Physical Education, EDUC-5370. Business Studies, EDUC-5373. Biology, EDUC-5374. Chemistry, EDUC-5376. Physics, EDUC-5377. Social Sciences, EDUC-5379. Drama, EDUC-5380. General Science]

COURSE # AND TITLE : EDUC-5352. Visual Arts

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating concept-based visual arts curriculum and drawing, painting, sculpture and printmaking.	A. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select visual artists, art histories and visual-cultural sources to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to critique visual compositions and assess artistic processes; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach visual analysis, artist statements and interpretation of visual evidence, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance cultural representation, accessible art-making and environmental and social justice, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
F. Demonstrate and assess effective communication by teaching learners to studio demonstrations, critiques and descriptive feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative exhibitions and peer studio critiques, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving original art-making tasks across media, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on studio teaching and student artworks.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC 5352. English

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating English Language Arts curriculum and multiliteracies pedagogy.	B. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select literary, multimodal and pedagogical texts to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to interpret texts through critical, anti-racist and culturally responsive lenses; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach reading, listening, viewing, speaking, writing and representing, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance equitable text selection, voice and representation, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to facilitate discussion, writing conferences and feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate literature circles and collaborative composition, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
H. Design and justify creative, learner-centred experiences involving creative and multimodal responses to texts, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on language arts teaching and teacher identity.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5358. French

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating French as a second language curriculum and oral, reading and writing pedagogies.	C. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select authentic Francophone texts and language-learning research to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to diagnose language-learning needs and select differentiated supports; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach oral interaction, reading comprehension and written production in French, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance linguistic diversity, cultural respect and inclusive language participation, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to model comprehensible French and provide language feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative communicative language tasks, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving engaging language activities using varied authentic resources, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on FSL instruction and learner progress.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5359. Geography

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario Geography curriculum, spatial thinking and human–environment relationships.	D. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select maps, field observations, geospatial datasets and geographic scholarship to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to investigate spatial patterns, scale and human–environment issues; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach cartographic, graphical, quantitative and geographic literacies, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance ethical fieldwork, geographic equity and environmental stewardship, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to explain geographic patterns with maps, visualizations and feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative local investigations and fieldwork, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving authentic place-based inquiries and geospatial learning tasks, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on geography microteaching and fieldwork pedagogy.	I. the ability and desire for continuous learning

PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E

COURSE # AND TITLE: EDUC-5360.Media Arts

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Media Arts curriculum, production processes and digital media techniques.	E. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select historical and contemporary media artworks, tools and sources to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to apply critical analysis to media works and production decisions; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach visual, audiovisual and digital media literacies, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance identity, representation, intellectual property and responsible resource use, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to communicate artistic intent through media works and critique; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative media production and exhibition, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving original digital photography, film, animation or multimedia work, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on emerging technologies and media-arts pedagogy.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5362.History

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario History curriculum and historical-thinking pedagogy.	F. the acquisition, application and integration of knowledge

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
B. Locate, critically appraise and select primary documents, local archives and secondary historical accounts to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to evaluate evidence, continuity and change, cause and consequence and historical perspectives; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach source interpretation, chronology and historical argumentation, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance ethical representation of diverse historical experiences, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to lead evidence-based historical discussions and feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative document inquiries and local history projects, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving authentic historical investigations and interpretive products, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on history instruction and historical scholarship.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5366. Mathematics

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario mathematics curriculum and mathematical pedagogical content knowledge.	G. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select mathematics education research, manipulatives and digital tools to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to analyse solution strategies, misconceptions and mathematical modelling; use diagnostic,	C. critical thinking and problem-solving skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
formative and summative evidence to revise instruction and assessment.	
D. Design differentiated learning tasks that explicitly teach mathematical reasoning, notation, graphs and quantitative argumentation, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance equitable access to mathematical participation and confidence, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to explain mathematical concepts and provide reasoning-focused feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative problem-solving and mathematical discourse, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving open-ended real-world modelling and STEM connections, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on mathematical tasks, evidence and learner responses.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5367. Music (Vocal)

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario vocal music curriculum, repertoire and vocal pedagogy.	H. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select vocal repertoire, scores and music education resources to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to evaluate musical interpretation, vocal technique and assessment evidence; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach music notation, listening and expressive musical communication, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
E. Evaluate and adapt instruction to advance inclusive, culturally respectful and vocally safe participation, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to model vocal techniques, rehearsal direction and feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate ensemble singing and collaborative rehearsal leadership, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving expressive vocal arrangements and performances, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on vocal instruction and professional musicianship.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5368 – Music (Instrumental)

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario instrumental music curriculum, repertoire and ensemble pedagogy.	I. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select instrumental scores, repertoire and music education resources to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to evaluate instrumental technique, interpretation and assessment evidence; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach music notation, listening and expressive musical communication, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance inclusive, culturally respectful and physically safe instrumental participation, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to model instrumental techniques, rehearsal direction and feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
G. Plan and facilitate ensemble performance and collaborative rehearsal leadership, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving expressive instrumental arrangements and performances, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on instrumental instruction and professional musicianship.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5369: Health and Physical Education

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Active Living, Movement Competence and Healthy Living curricula.	J. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select HPE curriculum resources, safety guidance and physical literacy research to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to assess movement competence and select appropriate instructional models; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach health literacy, movement analysis and interpretation of assessment evidence, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance physical and emotional safety, inclusion and legal responsibilities, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to demonstrate movement skills and communicate constructive feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate cooperative games and Teaching Personal and Social Responsibility, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
H. Design and justify creative, learner-centred experiences involving adapted games and Teaching Games for Understanding tasks, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on safety, assessment and HPE instructional practice.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5370.Business Studies

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario Business Studies curriculum and student-centred pedagogy.	K. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select business cases, current economic information and business education resources to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to evaluate business decisions and assessment evidence using authentic cases; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach financial, economic, numerical and digital business literacies, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance ethical business decisions and responsible use of information, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to present business concepts and give actionable feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative business cases and simulated decision-making, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving entrepreneurial simulations and authentic business problems, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on emerging business issues and instructional practice.	I. the ability and desire for continuous learning

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COURSE # AND TITLE: EDUC-5373. Biology

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario Biology curriculum, inquiry and constructivist science pedagogy.	L. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select biology education research, scientific literature and biological data to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to evaluate biological explanations, misconceptions and inquiry evidence; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach scientific texts, diagrams, data tables and biological representations, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance ethical and culturally responsive biological inquiry and environmental care, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to explain biological processes and provide evidence-based feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative investigations and scientific discourse, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving authentic biology investigations and models, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on microteaching, scientific research and student learning.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5374. Chemistry

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario Chemistry curriculum, inquiry and conceptual-change pedagogy.	M. the acquisition, application and integration of knowledge

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
B. Locate, critically appraise and select chemistry education research, laboratory data and scientific literature to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to identify chemistry misconceptions and evaluate inquiry evidence; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach chemical symbols, equations, graphs and quantitative reasoning, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance laboratory safety, environmental responsibility and inclusive participation, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to model chemical explanations, questioning and formative feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate cooperative laboratory investigations and discussion, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving hands-on and model-based chemistry learning tasks, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on laboratory teaching and chemistry education research.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC -5376.Physics

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario Physics curriculum, inquiry and conceptual-change pedagogy.	N. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select physics education research, experimental data and scientific literature to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to diagnose physics misconceptions and evaluate models and evidence; use diagnostic,	C. critical thinking and problem-solving skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
formative and summative evidence to revise instruction and assessment.	
D. Design differentiated learning tasks that explicitly teach physical quantities, graphs, equations and mathematical representations, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance laboratory safety, environmental responsibility and inclusive participation, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to explain physical phenomena and provide reasoning-based feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative experiments and model testing, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving authentic physics problems, demonstrations and investigations, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on physics microteaching and research-informed practice.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5377.Social Sciences

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Ontario Social Sciences curriculum and conceptual, inquiry-based pedagogy.	O. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select social-science scholarship, diverse sources and classroom resources to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to evaluate competing interpretations and social-science evidence; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach source literacy, visual thinking and interpretation of social data, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
E. Evaluate and adapt instruction to advance anti-racist, culturally responsive and ethical inquiry, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to facilitate respectful discussion and communicate evidence-based feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative social inquiries and project-based learning, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving concept-based projects and visual or digital inquiry products, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on social-science pedagogy and positionality.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5379. Dramatic Arts

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating dramatic arts curriculum and practical drama pedagogy.	P. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select classical and contemporary plays, performance practices and resources to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to analyse dramatic texts, performances and dramaturgical choices; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach script interpretation, oral expression and theatrical communication, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance inclusive casting, safe rehearsal and respectful representation, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to direct scenes and communicate performance feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
G. Plan and facilitate ensemble creation, rehearsal and production leadership, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving original dramatic scenes, costumes, props or productions, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on directing, performance and drama pedagogy.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC-5380. General Science

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Analyse relevant Ontario curriculum expectations and design a coherent, assessable lesson-and-unit sequence integrating Junior/Intermediate and Intermediate/Senior science curricula and STEM inquiry.	Q. the acquisition, application and integration of knowledge
B. Locate, critically appraise and select STEM education literature, experimental evidence and scientific sources to justify instructional choices and create credible subject-specific inquiry tasks.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply disciplinary frameworks to evaluate scientific explanations, inquiry designs and misconceptions; use diagnostic, formative and summative evidence to revise instruction and assessment.	C. critical thinking and problem-solving skills
D. Design differentiated learning tasks that explicitly teach scientific representations, graphs, measurements and data, with accessible scaffolds and observable success criteria.	D. literacy and numeracy skills
E. Evaluate and adapt instruction to advance safe, ethical, culturally responsive and environmentally responsible science, including responsible use of resources, technologies and student information.	E. responsible behaviour to self, others and society
F. Demonstrate and assess effective communication by teaching learners to present science explanations and provide inquiry-focused feedback; provide clear, actionable descriptive feedback.	F. interpersonal and communications skills
G. Plan and facilitate collaborative interdisciplinary investigations, establishing equitable roles, shared goals and individual accountability.	G. teamwork, and personal and group leadership skills
H. Design and justify creative, learner-centred experiences involving integrated STEM projects and inquiry-based learning, aligned with curriculum expectations and assessment criteria.	H. creativity and aesthetic appreciation

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
I. Critically evaluate a microteaching experience or lesson plan using peer feedback and evidence of learning; reflect on microteaching and evolving STEM research.	I. the ability and desire for continuous learning

COURSE # AND TITLE: EDUC 5386. Curriculum Development for Technological Studies (Part I)

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A.Interpret Ontario technological education curriculum policies, identifying broad-based technological areas, expectations and foundational progression across Grades 9–12 to prepare aligned introductory curriculum plans.	A the acquisition, application and integration of knowledge
B. Locate, compare and evaluate Ministry curriculum and assessment policies, OCT professional standards, and credible technical/safety resources to justify curriculum choices.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze introductory design and production tasks for prerequisite knowledge, accessibility barriers and foreseeable shop/lab hazards; propose feasible instructional adaptations.	C. critical thinking and problem-solving skills
D. Write measurable learning goals, success criteria, task instructions and introductory assessment criteria using accurate technical terminology, measurements and documentation.	D. literacy and numeracy skills
E. Embed equipment-specific safety instruction, supervision, WHMIS awareness and appropriate emergency responses in a proposed learning sequence.	E. responsible behaviour to self, others and society
F. Explain curriculum plans and assessment expectations clearly to learners and colleagues, using accessible language, visual representations and constructive feedback.	F. interpersonal and communications skills
G. Collaborate to critique and revise a short sequence of lessons, assigning responsibilities and incorporating peer feedback.	G. teamwork, and personal and group leadership skills
H. Design an engaging, inquiry- or project-based introductory technological challenge that allows varied approaches and demonstrates purposeful design choices.	H. creativity and aesthetic appreciation
I. Use feedback and reflection to identify gaps in technical, curricular and inclusive-planning knowledge and establish priorities for professional learning.	I. the ability and desire for continuous learning

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COURSE # AND TITLE: EDUC-5387. Curriculum Development for Technological Studies (Part II)

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Synthesize Grades 11–12 technological education expectations and relevant Grades 9–10 foundations, including TAS1O/TAS2O, into coherent long-range plans and multi-week units within an applicable broad-based technological area.	B. the acquisition, application and integration of knowledge
B. Critically appraise Ministry policy, evidence about student learning, industry/technical guidance and pathway resources, including SHSM and OYAP, to substantiate senior curriculum decisions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate complex technical projects for sequencing, prerequisite competencies, differentiated access, assessment validity and risk; revise unit plans in response to identified constraints.	C. critical thinking and problem-solving skills
D. Produce detailed unit documentation with measurable outcomes, accurate technical specifications, performance-based rubrics, diagnostic checks and evidence of process and product learning.	D. literacy and numeracy skills
E. Integrate documented risk controls, safe equipment use, WHMIS considerations, maintenance and responsible material/waste handling into senior-level curriculum plans.	E. responsible behaviour to self, others and society
F. Present and defend senior unit plans to peers or school partners, clearly explaining curriculum alignment, learner pathways, safety requirements and assessment decisions.	F. interpersonal and communications skills
G. Coordinate a collaborative unit-design review and propose appropriate, feasible links with school, community and industry partners without presuming placement availability.	G. teamwork, and personal and group leadership skills
H. Create tiered, authentic senior technological challenges offering multiple safe entry points and pathways while maintaining rigorous curriculum expectations.	H. creativity and aesthetic appreciation
I. Critically reflect on peer feedback, evolving curriculum and technological practices to identify evidence-informed revisions and ongoing professional development needs.	I. the ability and desire for continuous learning

COURSE # AND TITLE:EDUC- 5388. Principles and Methods of Teaching Technological Studies (Part I)

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Demonstrate and explain foundational constructivist, inquiry-based and project-based instructional methods appropriate to introductory technological education and relevant Ontario curriculum expectations.	A. the acquisition, application and integration of knowledge

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
B. Consult and evaluate curriculum, Growing Success, OCT professional standards and technical safety sources to select defensible instructional and assessment approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze a simulated shop/lab lesson for learner movement, equipment access, supervision, misconceptions and safety risks; recommend practical improvements.	C. critical thinking and problem-solving skills
D. Prepare and communicate an observable lesson objective, student-friendly success criteria, technical demonstrations and formative checks using accurate terminology and measurements.	D. literacy and numeracy skills
E. Demonstrate safety briefing, equipment authorization/check procedures, risk assessment and response protocols appropriate to a supervised introductory school shop or lab.	E. responsible behaviour to self, others and society
F. Use clear demonstrations, questioning, feedback and accessible visual/digital supports to teach a technical procedure and respond respectfully to varied learners..	F. interpersonal and communications skills
G. Co-plan and peer-teach an introductory technical lesson, demonstrating shared responsibility, constructive feedback and responsive facilitation.	G. teamwork, and personal and group leadership skills
H. Adapt an introductory project using UDL, culturally responsive and relevant pedagogy and documented accommodations, including IEP requirements where applicable.	H. creativity and aesthetic appreciation
I. Evaluate evidence from peer teaching and reflection to establish actionable goals for improved instructional practice and safe supervision..	I. the ability and desire for continuous learning

COURSE # AND TITLE:EDUC 5389 – Principles and Methods of Teaching Technological Studies (Part II)

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
A. Select, demonstrate and justify advanced teaching approaches for Grades 11–12 technological education, building on foundational methods and curriculum requirements.	A. the acquisition, application and integration of knowledge
B. Critically examine observational evidence, student work, policy and technical sources to evaluate advanced instructional methods and assessment practices.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Diagnose instructional bottlenecks in complex technical processes and redesign demonstrations, scaffolds, workflow and supervision to improve safe student learning.	C. critical thinking and problem-solving skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A U of Windsor graduate will have the ability to demonstrate:
D. Communicate complex technical processes and assessment feedback through precise demonstrations, technical documents, performance criteria and appropriate numerical measures.	D. literacy and numeracy skills
E. Demonstrate a comprehensive management response to advanced shop/lab scenarios involving hazard identification, equipment authorization, WHMIS, maintenance and emergency procedures.	E. responsible behaviour to self, others and society
F. Facilitate and evaluate a peer-taught senior-level technical lesson, adapting explanations, feedback and assessment to varied learners and respectful classroom interaction.	F. interpersonal and communications skills
G. Lead a collaborative lesson-improvement cycle, using peer observation and constructive dialogue to revise instructional strategies and responsibilities.	G. teamwork, and personal and group leadership skills
H. Design and teach a differentiated, culturally responsive senior-level project or demonstration that supports diverse learner pathways and authentic technical problem-solving.	H. creativity and aesthetic appreciation
I. Critically assess teaching performance, professional responsibilities and changing technological practices; develop an evidence-informed plan for continued professional growth.	I. the ability and desire for continuous learning

Learning Outcomes for the Courses Listed above where there are no official learning outcomes for the course.

EDUC-5200. Religious Education in Roman Catholic Schools
(Learning outcomes were last updated 2014-05-08)
EDUC-5201. Philosophy of Education *(Learning outcomes were last updated 2025-03-19)*
EDUC-5202. Foundations of Practice Classroom Practice *(Learning outcomes were last updated 2014-06-06)*
EDUC-5203. Educational Psychology *(Learning outcomes were last updated 2014-05-08)*
EDUC-5204. Differentiated Instruction for Students Special Needs
(Learning outcomes were last updated 2014-05-08)
EDUC-5206. Indigenous Ways of Knowing *(Learning outcomes were last updated 2025-03-19)*
EDUC-5208. Assessment and Evaluation *(Learning outcomes were last updated 2025-03-19)*
EDUC-5210. Law and Ethics *(Learning outcomes were last updated 2014-05-08)*
EDUC-5211. Mental Health *(Learning outcomes were last updated 2025-03-19)*
EDUC-5212. Anti-Oppressive and Culturally Sustaining Pedagogy
(Learning outcomes were last updated 2025-03-19)
EDUC-5213. Teaching Culturally and Linguistically Diverse Learner.
(Learning outcomes were last updated 2025-03-19)
EDUC-5214. Critical Literacy *(Learning outcomes were last updated 2025-03-19)*
EDUC-5216. Foundations of Elementary Mathematics Pedagogy
(Learning outcomes were last updated 2025-03-19)
EDUC-5217. Differentiated Approaches in Elementary School Math
(Learning outcomes were last updated 2025-03-190
EDUC-5218. Concepts and Practices in Health and Physical Ed
(Learning outcomes were last updated 2025-03-19)
EDUC-5219. Interdisciplinary Education for Sustainability *(Learning outcomes were last updated 2025-03-19)*

EDUC-5231. Pedagogy of the Arts (I/S) *(Learning outcomes were last updated 2014-06-06)*
EDUC-5311. Visual Arts Methodology *(Learning outcomes were last updated 2025-03-19)*
EDUC-5312. Media Literacies and Digital Pedagogy *(Learning outcomes were last updated 2025-03-19)*
EDUC-5314. Language Arts Methodology (P/J) *(Learning outcomes were last updated 2025-03-19)*
EDUC-5316. Music Pedagogy *(Learning outcomes were last updated 2025-03-19)*
EDUC-5317. Science and Technology (P/J) *(Learning outcomes were last updated 2025-03-19)*
EDUC-5318. Social Studies (P/J) *(Learning outcomes were last updated 2025-03-19)*
EDUC-5333. Health and Physical Education (I/S) (*Learning outcomes were last updated 2014-05-08)*
EDUC-5334. Language Across the Curriculum (I/S) (Learning outcomes were last updated 2025-03-19)
EDUC-5352 to EDUC-5380. Intermediate - Senior Methods
[These include the following teachables: EDUC-5352. Art, EDUC-5356. English, EDUC-5358. French, EDUC-5359. Geography, EDUC-5360. Media Arts, EDUC-5362. History, EDUC-5366. Mathematics, EDUC-5367. Music (Vocals), EDUC-5368. Music (Instruments), EDUC-5369. Health and Physical Education, EDUC-5370. Business Studies, EDUC-5373. Biology, EDUC-5374. Chemistry, EDUC-5376. Physics, EDUC-5377. Social Sciences, EDUC-5379. Drama, EDUC-5380. General Science] (New learning outcomes)
EDUC-5386. Curriculum Development for Technological Studies Part I (New learning outcomes)
EDUC-5387. Curriculum Development for Technological Studies Part II (New learning outcomes)
EDUC-5388. Principles and Methods of Teaching Technological Studies Part I(New learning outcomes)
EDUC-5389. Principles and Methods of Teaching Technological Studies Part II(New learning outcomes)
EDUC-5401. Global Citizenship and Democratic Education *(Learning outcomes were last updated 2025-03-19)*
EDUC-5402. School, Community, and Family Partnerships *(Learning outcomes were last updated 2025-03-19)*
EDUC-5403. Gender and Sexuality in Education *(Learning outcomes were last updated 2025-03-19)*
EDUC-5404. Music Pedagogy II *(Learning outcomes were last updated 2025-03-19)*
EDUC-5406. STEM Education *(Learning outcomes were last updated 2025-03-19)*
EDUC-5407. Teaching Scientific and Mathematical Inquiry
(Learning outcomes were last updated 2025-03-19)
EDUC-5408. Supporting and Engaging the Adolescent Learner
(Learning outcomes were last updated 2025-03-19)
EDUC-5411. Drama Methodology (P/J) *(Learning outcomes were last updated 2025-03-19)*
EDUC-5412. Dance Methodology (P/J) *(Learning outcomes were last updated 2025-03-19)*
EDUC-5498. Practicum *(Learning outcomes were last updated 2014-05-08)*
EDUC-5499. Practicum *(Learning outcomes were last updated 2025-03-19)*

Appendix 1: Working Framework

New B.Ed. Models

1.	Intermediate/Senior (I/S) B.Ed. Model	1
2.	Primary/Junior (P/J) B.Ed. Model	5
3.	Technological Studies B.Ed. Model	9

I/S Model D – 4 × 12-Day Blocks + 2 × 5-week Blocks

Intermediate/Senior (I/S) B.Ed. Program

Program length	June 2027 – April 2028
Structure	Three consecutive semesters
Academic coursework	36.0 credits
Practicum	83 days total: 41 Fall / 42 Winter 9.0 credits
Total Academic Credits	45.0 credits (46.5 with Religion)
Design change	Combines four 12-day academic blocks in spring/summer with two 5-week (25-day) integrated academic blocks in fall and winter. The longer integrated blocks accommodate I/S teachable methodology scheduling while preserving the overall program structure.
Optional asynchronous course	Religion (EDUC 5200), 1.5 credits / 18 hours, June–August 2027

Orientation June 1-2

Optional Asynchronous Course

June 3 – August 13, 2027

Course	Code	Credits	Hours	Hours/Day
Religion (Optional)	EDUC 5200	1.5	18	—

Credits: 1.5 (optional)

Semester 1 – Spring / Summer

Block A (12 course days): June 3 – June 18, 2027

Course	Course Code	Credits	Hours	Hours/Day
Educational Psychology	EDUC 5203	3.0	36	3.0
Language Across the Curriculum	EDUC 5334	3.0	36	3.0
Indigenous Ways of Knowing	EDUC 5206	1.5	18	1.5

Block Summary: 7.5 credits; 90 hours; average daily instruction 7.5 hrs/day.

Break: June 19 – June 23

Block B (12 course days): June 24 – July 12

Course	Course Code	Credits	Hours	Hours/Day
Media Literacies and Digital Pedagogy	EDUC 5312	3.0	36	3.0
Engaging & Supporting Adolescent Learner	EDUC 5408	3.0	36	3.0
Philosophy of Education	EDUC 5201	1.5	18	1.5

Block Summary: 7.5 credits; 90 hours; average daily instruction 7.5 hrs/day.

Full-week break: July 13 – July 19

Block C (12 course days): July 20 – August 5

Course	Course Code	Credits	Hours	Hours/Day
Pedagogy of the Arts	EDUC 5231	3.0	36	3.0
Teaching Scientific & Mathematical Inquiry	EDUC 5407	3.0	36	3.0

Block Summary: 6.0 credits; 72 hours; average daily instruction 6.0 hrs/day

Full-week break: August 6 – August 12

Block D (12 course days): August 13 – August 30

Course	Course Code	Credits	Hours	Hours/Day
Elective 1	EDUC 5XXX	3.0	36	3.0
Differentiated Instruction	EDUC 5204	3.0	36	3.0

Block Summary: 6.0 credits; 72 hours; average daily instruction 6.0 hrs/day

Break: August 31 – September 6.

Semester 2 – Fall

Block E (5 weeks): September 7 – October 12, 2027

Course	Course Code	Credits	Hours	Frequency	Hours per Meeting
Anti-Oppressive and Culturally Sustaining Pedagogy	EDUC 5212	1.5	18	1 meeting per week	3.6 Hours

Teachable 1 – Part 1 Methodology	EDUC 5XXX	1.5	18	1 meeting per week	3.6 Hours
Teachable 2 – Part 1 Methodology	EDUC 5XXX	1.5	18	1 meeting per week	3.6 Hours

Block Summary: 4.5 credits; 54 hours.

Professional Learning Series & Advising Meetings

Immediately following Block E: October 13 – October 15, 2027

Fall Practicum

Practicum I (EDUC 5499): 41 practicum days (4.5 credits): October 18 – December 14, 2027

Make-up Practicum dates : December 15-17

Semester 3 – Winter

Block F (5 weeks): January 4 – February 7, 2028

Course	Course Code	Credits	Hours	Frequency	Hours per Meeting
Law and Ethics	EDUC 5210	1.5	18	1 meeting per week	3.6 Hours
Teachable 1 – Part 2 Methodology	EDUC 5XXX	1.5	18	1 meeting per week	3.6 Hours
Teachable 2 – Part 2 Methodology	EDUC 5XXX	1.5	18	1 meeting per week	3.6 Hours

Block Summary: 4.5 credits; 54 hours.

Professional Learning Series & Advising Meetings

Immediately following Block F: February 8,9, 10, 11, 2028

Winter Practicum

Practicum II (EDUC 5499): 42 practicum days (4.5 credits): February 14 – April 21, 2028 (*March break - March 13-17, 2028)

Make-up Practicum dates : April 24-28

Academic Block Summary

Block	Format	Credits	Hours
A	12-day	7.5	90
B	12-day	7.5	90
C	12-day	6.0	72
D	12-day	6.0	72
E	5-week	4.5	54

F	5-week	4.5	54
Total		36.0	432

Overall Program Summary

Component	Credits	Hours/Days
Academic Coursework	36.0	432hours
Practicum I	4.5	41 days
Practicum II	4.5	42 days
Total Program	45.0	432 instructional hours + 83 practicum days
Religion Option	+1.5	+18 hours
Total with Religion	46.5	450 instructional hours + 83 practicum days

P/J Model D – 4 × 12-Day Blocks + 2 × 5-week Blocks

Primary/Junior (P/J) B.Ed. Program

Program length	June 2027 – April 2028
Structure	Three consecutive semesters
Academic coursework	42.0 credits / 504 hours
Practicum	83 days total: 41 Fall / 42 Winter 9.0 credits
Total Academic Credits	51.0 (52.5 with Religion)
Design change	Combines four 12-day academic blocks in spring/summer with two 5-week integrated academic blocks in fall and winter – to match the I/S Model, and to concentrate methodology courses in close proximity to practicum. Blocks E and F will have identical schedule as half of course sections will run in fall and half in winter.
Optional asynchronous course	Religion (EDUC 5200), 1.5 credits / 18 hours, May-August 2027

Orientation June 1-2

Optional Asynchronous Course

June 3 – August 13, 2027

Course	Code	Credits	Hours	Hours/Day
Religion (Optional)	EDUC 5200	1.5	18	—

Credits: 1.5 (optional)

Semester 1 - Spring / Summer

Block A (12 course days): June 3 – June 18, 2027

Course	Course Code	Credits	Hours	Hours/Day
Educational Psychology	EDUC 5203	3.0	36	3.0
Indigenous Ways of Knowing	EDUC 5206	1.5	18	1.5

Block Summary: 4.5 credits; 54 hours; average daily instruction 4.5 hrs/day.

Break: June 19 – June 23

Block B (12 course days): June 24 – July 12

Course	Course Code	Credits	Hours	Hours/Day
Philosophy of Education	EDUC 5201	1.5	18	1.5
Teaching Culturally and Linguistically Diverse Learners	EDUC 5213	1.5	18	1.5
Mental Health	EDUC 5211	1.5	18	1.5

Block Summary: 4.5 credits; 54 hours; average daily instruction 4.5 hrs/day.

Full-week break: July 13 – July 19

Block C (12 course days): July 20 – August 5

Course	Course Code	Credits	Hours	Hours/Day
Differentiated Instruction	EDUC 5204	3.0	36	3.0
Anti-Oppressive and Culturally Sustaining Pedagogy	EDUC 5212	1.5	18	1.5

Block Summary: 4.5 credits; 54 hours; average daily instruction 4.5 hrs/day.

Full-week break: August 6 – August 12

Block D (12 course days): August 13 – August 30

Course	Course Code	Credits	Hours	Hours/Day
Differentiated Approaches in Elementary School Mathematics	EDUC 5217	1.5	18	1.5
Critical Literacy	EDUC 5214	1.5	18	1.5
Law and Ethics	EDUC 5210	1.5	18	1.5

Block Summary: 4.5 credits; 54 hours; average daily instruction 4.5 hrs/day.

Break: August 31 – September 6.

Semester 2 – Fall

Block E (5 weeks): September 7 – October 12, 2027

Course	Course Code	Credits	Hours	Frequency	Hours per meeting
Social Studies **OR** Science and Technology	EDUC 5318/EDUC 5317	3.0	36	2 meetings per week	3.6 Hours
Music **OR** Visual Arts	EDUC 5316/EDUC 5311	1.5	18	1 meeting per week	3.6 Hours
Media Literacies and Digital Pedagogy **OR** Concepts and Practices in Health and Physical Education	EDUC 5312/EDUC 5218	3.0	36	2 meetings per week	3.6 Hours
Drama **OR** Dance	EDUC 5411/ EDUC 5412	1.5	18	1 meeting per week	3.6 Hours
Language Arts **OR** Foundations of Elementary Math Pedagogy	EDUC 5314/ EDUC 5216	3.0	36	2 meetings per week	3.6 Hours

Block Summary: 12.0 credits; 144 hours

Professional Learning Series & Advising Meetings

Immediately following Block E: October 13 – October 15, 2027

Fall Practicum

Practicum I (EDUC 5499): 41 practicum days (4.5 credits): October 18 – December 14, 2027

Make-up Practicum dates : December 15-17

Semester 3 – Winter

Block F (5 weeks): January 4 – February 7, 2028

Course	Course Code	Credits	Hours	Frequency	Hours per meeting
Social Studies **OR** Science and Technology	EDUC 5318/EDUC 5317	3.0	36	2 meetings per week	3.6 Hours
Music **OR** Visual Arts	EDUC 5316/EDUC 5311	1.5	18	1 meeting per week	3.6 Hours
Media Literacies and Digital Pedagogy **OR** Concepts and Practices in Health and Physical Education	EDUC 5312/EDUC 5218	3.0	36	2 meetings per week	3.6 Hours
Drama **OR** Dance	EDUC 5411/ EDUC 5412	1.5	18	1 meeting per week	3.6 Hours
Language Arts **OR** Foundations of Elementary Math Pedagogy	EDUC 5314/ EDUC 5216	3.0	36	2 meetings per week	3.6 Hours

Block Summary: 12.0 credits; 144 hours.

Professional Learning Series & Advising Meetings

Immediately following Block F: February 8, 9, 10, 11, 2028

Winter Practicum

Practicum II (EDUC 5499): 42 practicum days (4.5 credits): February 14 – April 21, 2028 (*March break - March 13-17, 2028)

Make-up Practicum dates : April 24-28

Academic Block Summary

Block	Credits	Hours	Average Hours/Day
A	4.5	54	4.5
B	4.5	54	4.5
C	4.5	54	4.5
D	4.5	54	4.5
E	12.0	144	—
F	12.0	144	—
Total	42.0	504	—

Overall Program Summary

Component	Credits	Hours/Days
Academic Coursework	42	504 hours
Practicum I	4.5	41 days
Practicum II	4.5	42 days

Total Program	51	504 instructional hours + 83 practicum days
Religion Option	+1.5	+18 hours
Total with Religion	52.5	522 instructional hours + 83 practicum days

Bachelor of Education in Technological Studies/Diploma in Education - Technological Studies

July start with core Tech Studies courses

B Ed and Diploma in Education Program |

The program begins in July with the four Tech Studies specific courses. All remaining coursework is delivered asynchronously through August, Fall and Winter.

Program overview

Element	Proposed arrangement
Program length	July 2, 2027 to April 30, 2028
Structure	Three consecutive sessions
Academic coursework	36.0 credits and 432 instructional hours
Practicum	80 days total: 40 Fall and 40 Winter
Practicum credits	9.0
Total program credits	45.0
Delivery	Three asynchronous blocks and two 12 day in person blocks
Orientation	July 2 in person

Session 1

July 1 is the Canada Day holiday. The program begins with in person orientation and instruction on July 2.

Block A In person

July 2 to July 19, 2027. Twelve teaching days.

Course	Code	Credits	Hours
Curriculum Development for Tech Studies Part 1	EDUC 5386	3.0	36
Principles and Methods for Teaching Tech Studies Part 1	EDUC 5388	3.0	36

Block summary: 6.0 credits and 72 instructional hours. Each course meets for 3.0 hours per teaching day, for 6.0 hours of daily instruction.

Break between core blocks: July 20.

Session 1 continued

Block B In person

July 21 to August 6, 2027. Twelve teaching days.

Course	Code	Credits	Hours
Curriculum Development for Tech Studies Part 2	EDUC 5387	3.0	36
Principles and Methods for Teaching Tech Studies Part 2	EDUC 5389	3.0	36

Block summary: 6.0 credits and 72 instructional hours. Each course meets for 3.0 hours per teaching day, for 6.0 hours of daily instruction.

Break after the campus residency: August 7 and 8.

Block C Asynchronous

August 9 to August 30, 2027.

Course	Code	Credits	Hours
Indigenous Ways of Knowing	EDUC 5206	1.5	18
Educational Psychology	EDUC 5203	3.0	36
Philosophy of Education	EDUC 5201	1.5	18

Block summary: 6.0 credits and 72 instructional hours. Delivery is asynchronous online.

Break: August 31 to September 6.

After successful completion of Blocks A, B. and C, **and at least 10 days of practicum,** candidates are eligible to apply to the Ontario College of Teachers (OCT) for a MultiSession Transitional Certificate of Qualification and Registration.

Session 2

Block D Asynchronous

September 7 to December 17, 2027.

Course	Code	Credits	Hours
Law and Ethics (Sept. 7 – Sept. 30)	EDUC 5210	1.5	18
Differentiated Instruction (Oct. 1 – Oct. 31)	EDUC 5204	3.0	36
Engaging and Supporting Adolescent Learners (Nov. 1 – Nov. 31)	EDUC 5408	3.0	36

Block summary: 7.5 credits and 90 instructional hours. Delivery is asynchronous online.

Professional learning and Fall practicum

Professional Learning Series and advising meetings occur within the period from September 7 to December 17, 2027.

Practicum I EDUC 5499 comprises 40 practicum days within the period from September 7 to December 17, 2027.

Actual placements may begin later, including October where schools prefer, provided the required days are completed. Professional learning and advising should be coordinated with placements.

Session 3

Block E Asynchronous

January 4 to April 21, 2028.

Course	Code	Credits	Hours
Anti-Oppressive and Culturally Sustaining Pedagogy (Jan. 1 - -Jan 31)	EDUC 5212	1.5	18
Elective (Feb. 1 – Feb. 28)	EDUC XXXX	3.0	36
Media Literacies and Digital Pedagogy (Mar. 1 – Mar. 31)	EDUC 5312	3.0	36
Language Across the Curriculum (Apr. 1 – Apr. 30)	EDUC 5334	3.0	36

Required Block E courses total 10.5 credits and 126 instructional hours.

Professional learning and Winter practicum

Professional Learning Series and advising meetings occur within the period from January 4 to April 21, 2028.

Practicum II EDUC 5499 comprises 40 practicum days within the period from January 4 to April 21, 2028.

Actual placements may begin later where necessary, provided the required days are completed. Professional learning and advising should be coordinated with placements.

Academic block summary

Block	Dates	Format	Required credits	Hours
A	July 2 to July 19	12 day block	6.0	72
B	July 21 to August 6	12 day block	6.0	72
C	August 9 to August 30	Asynchronous	6.0	72
D	September 7 to December 17	Asynchronous	7.5	90
E	January 4 to April 21	Asynchronous	10.5	126
Total			36.0	432

Overall program summary

Component	Credits	Hours or days
Academic coursework	36.0	432 instructional hours
Practicum I	4.5	40 days
Practicum II	4.5	40 days
Total program	45.0	432 instructional hours and 80 practicum days

University of Windsor
Program Development Committee

5.3: **Sino-Canadian Transnational Education (TNE)**

Item for: **Discussion**

Forwarded by: **Chris Busch, Associate Vice-President, Global Engagement**

Background/Purpose:

- The University of Windsor is working with the Computer Science, Business, and Engineering, on the development of transnational education (TNE) partnerships in China, expanding program access to students abroad, strengthening teaching and research, and diversifying enrolment and revenue.
- The purpose of this report is to brief PDC members on the proposed partnerships, as well as to advise that these are still subject to required approvals, and that the required PDC Form Bs will be coming forward to Senate via PDC, if/when approved by the respective Councils.

Chris Busch is unable to attend the October PDC meeting, but members are encouraged to submit questions and comments directly to him. The partnerships will also be discussed once the PDC Form B proposals come to PDC for review.

See attached.

Sino-Canadian Transnational Education
Stakeholder briefing • BUCEA and BTBU proposals

The University of Windsor is developing two academic partnerships in Beijing to extend access to its programs, deepen teaching and research relationships, and diversify enrolment and revenue. Both proposals remain subject to required approvals.

What is transnational education?
Transnational education (TNE) enables students to pursue a university's credential while some or all instruction occurs outside that university's home country. It can combine partner and visiting-faculty teaching, shared curricula, and opportunities to study in Canada. A joint institute is a multi-program academic unit within a partner university, with agreed governance and responsibilities. The Windsor proposals involve collaborative academic delivery and oversight that extend beyond conventional transfer agreements.

What Windsor is proposing
BUCEA — Beijing University of Civil Engineering and Architecture.
A joint institute offering four undergraduate Engineering programs through a 4+0 model: four years of study in Beijing, with optional Windsor mobility. Proposed areas are Environmental Engineering, Automotive Engineering, Mechatronic Engineering and Environmental Engineering, mapped to corresponding Windsor Engineering degrees. A Windsor study year would not be compulsory for this model.

BTBU — Beijing Technology and Business University.
A joint institute with three undergraduate programs using a 3+1 model: three years in Beijing and the final year in Windsor, subject to approved progression requirements. These comprise two Computer Science pathways, including Software Engineering, and Business Data Analytics and Supply Chain Management. A proposed Master of Management specialization in International Accounting and Finance uses a 2+0 model, with two years in Beijing.

Why these partnerships matter
- *Wider access and enrolment diversification.* Students can access a Windsor education without relocating for an entire degree. BTBU's 3+1 model also creates a structured pathway to the Windsor campus.

- *Academic and research opportunity.* Sustained faculty relationships can support joint research, publications, graduate connections, reciprocal mobility and international teaching experience.

- *Resources for the academic mission.* The proposed financial approach provides for delivery costs and reinvestment. Partners provide local infrastructure, reducing the need for Windsor capital investment.

- *Long-term institutional value.* Well-supported partnerships can strengthen Windsor's international relationships, visibility and alumni networks while complementing campus-based education.

The role of UWindsor faculty in the institutes
UWindsor faculty will be central to the institutes' academic direction and quality. Through their academic units and University governance processes, faculty shape curricula, establish learning outcomes and assessment expectations, review instructor qualifications, and evaluate student achievement. Their involvement will help ensure that programs delivered through the institutes meet the standards expected of a Windsor education.

Participation can extend beyond teaching in China. Opportunities include academic oversight, collaboration with partner instructors, joint research, and student supervision. Faculty who wish to teach within the institutes may also gain international teaching experience and build sustained relationships with colleagues at BUCEA and BTBU.

Teaching in China will be voluntary. Teaching arrangements will be developed through applicable collective agreements and University processes, with attention to workload, compensation, travel and safety, and maintaining teaching capacity in Windsor. This approach reflects OECD/UNESCO guidance that "*the active and constructive*

contributions of academic staff are indispensable" to quality cross-border education.

Protecting the Windsor degree
Protecting the academic quality and reputation of a University of Windsor degree is central to both proposals. Students studying through the institutes will be required to meet approved Windsor academic standards and degree requirements.

The proposed safeguards place academic oversight, quality assurance and accountability at the centre of delivery:

- *Windsor retains academic authority*. UWindsor's academic units and governance bodies retain responsibility for approving its curricula, academic standards and degree requirements. Joint institute governance coordinates implementation within that authority; it does not replace Senate or established academic approval processes.

- *Faculty oversee academic quality.* UWindsor academic units will, or have already, review curriculum alignment, learning outcomes, instructor qualifications, assessment practices, and access to appropriate laboratories and learning resources.

- *Quality is monitored throughout delivery.* Ongoing academic review will draw on student performance, assessment results and access to academic records to identify concerns and require corrective action. Cooperation agreements provide arrangements that support students in completing their studies if a partnership ends.

- *Degree recognition and professional accreditation are distinct.* Graduates will earn a Windsor degree upon meeting approved requirements. Overseas delivery does not automatically carry the same professional accreditation—for example, BUCEA programs would not inherit Engineers Canada accreditation held by Windsor's campus-based programs. The degree remains a Windsor academic credential, with acceptance for further study, employment or licensure subject to applicable requirements in Canada and abroad.

- *Established practices support academic standards.* Windsor's proposed institutes will use approved curricula, faculty oversight and clear partnership responsibilities to maintain academic standards and address differences between educational systems.

These safeguards will be demonstrated through academic approval and implementation planning and will be maintained throughout the life of each institute.

Who is responsible
UWindsor. Academic units and Faculties lead program design, instructor standards, assessment and academic review. Windsor retains responsibility for its awards and quality assurance, supported by the Program Development Committee, Senate and the applicable graduate and institutional quality processes.

Chinese partners. BUCEA and BTBU provide local facilities, administration, partner teaching and support, and lead host-country regulatory processes. Recruitment and admissions arrangements respect the approved requirements of each awarding institution.

Shared governance. Joint bodies coordinate delivery and monitor performance within each university's authority. Global Engagement supports partnership development and coordination.

Comparable Canadian university activity
Canadian universities already deliver degree programs with Chinese partners. The examples below demonstrate comparable forms of collaboration, although their curricula, credentials and delivery arrangements differ from Windsor's proposals.

Canadian university	Example of delivery with a Chinese partner
Dalhousie	A 4+0 Joint College with Fujian Agriculture and Forestry University allows students to complete degrees in China, with Dalhousie curriculum and instruction. Eligible graduates receive degrees from both institutions.
Thompson Rivers	A 4+0 Bachelor of Business Administration with Tianjin University of Technology, established in 2002, delivers the full TRU program in China through faculty from both universities.
UBC	The International MBA with Shanghai Jiao Tong University offers graduate Business study in Shanghai, with a study and professional-development visit to Vancouver.
Waterloo	The Materials and Nanosciences partnership with Beijing Jiaotong University uses a 2+1+1 model, including Waterloo courses taught in China and a required year in Waterloo, leading to dual degrees for eligible graduates.

Consultation and next steps

The planning target is Senate consideration in January 2027 to support a proposed launch later in 2027. Chinese regulatory approval, Windsor academic approval and implementation readiness are distinct requirements. Stakeholder engagement is underway, with engagement owners leading discussions with academic councils, governance committees, unions and student groups, supported by the TNE team. Stakeholders are invited to test the academic case, identify required safeguards and resources, and raise concerns early.

CHINA HIGHER ED

Embassy of Finland
Beijing



ESTABLISHING JOINT PROGRAMS IN CHINA

PUBLISHED BY CHE IN CONJUNCTION WITH
THE EMBASSY OF FINLAND BEIJING
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01 REPORT OBJECTIVE

This report examines the history, current status and trends of joint programs in China by comparing Transnational Education Programs (TNE) including Credit Transfer, Joint Programs, Joint Institutes, and China Campuses, and by examining the motivations and incentives for both parties to enter such relationships. It explains the Chinese Ministry of Education (MoE)'s approval process, reviewal principles and the degree recognition system, as well as financial models, and tax and legal obligations. A snapshot of sampled approvals in terms of country of origin, discipline, and structure (2+2, 3+1) is also provided.

The report provides fundamental knowledge for education professionals to understand the landscape within which they operate and equips them with the most up-to-date information to capture opportunities, while minimizing risks when making major TNE program decisions.



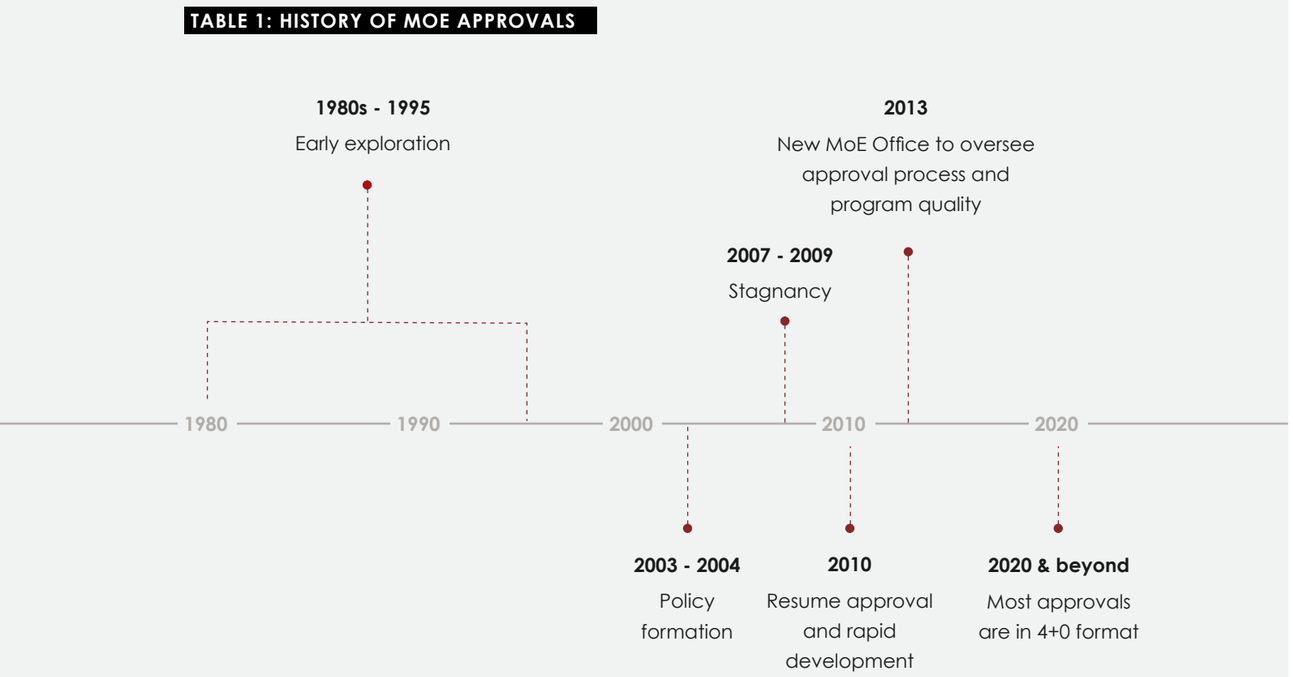
02 TRANSNATIONAL EDUCATION PROGRAMS (TNE)

2.1 DEFINITIONS

According to the Chinese Ministry of Education (MoE), a joint education program (JEP) is defined as a degree program jointly hosted by both a domestic education institution and a foreign education institution, whereby the foreign institution provides a minimum of one third of the curriculum and teaching resources.

Joint programs enable students to obtain an undergraduate or postgraduate degree, certificate or credits, from either or both domestic and foreign universities, without having to study abroad.

TABLE 1: HISTORY OF MOE APPROVALS



2.2 CREDIT TRANSFER VS. JOINT PROGRAM

Credit Transfer Programs (CTP) – sometimes referred to as Articulation Programs or Bridging Courses – can be differentiated from Joint Education Programs (JEP) by the following attributes:

- CTPs are an agreement made between two or more educational institutions, based on their course mapping. CTPs recognise certain studies undertaken at Chinese universities, and provide credits in the event that students continue their studies at a foreign institute.
- CTPs do not require the MoE's approval, but an endorsement from the MoE is still expected.
- The international institution can only recruit from the Chinese institution's existing cohort.
- CTPs require minimal input from international institutions and are flexible in terms of curriculum and teaching; while JEPs require the international institution to provide a third of the total teaching resources as a minimum.
- CTP agreements are often not bilateral but multilateral, with multiple parties giving Chinese students a number of study abroad options.
- A CTP agreement can be signed as soon as both parties reach an agreement, while the establishment of JEPs can take up to one or two years.
- CTPs often take the form of two years at the Chinese institution followed by two years at the foreign university (2+2); while joint programs require most, if not all, studies be conducted in China.
- It is possible to have a Credit Transfer component within any Joint Program if the Chinese student wishes to transfer to an offshore campus to complete his/her studies overseas. However a student in a credit transfer program will not be be able to join another joint program structure.

Table 2: Comparison of Joint Program and Credit Transfer Programs

COMPARISON POINT	JOINT PROGRAM	CREDIT TRANSFER PROGRAM
Foreign Teaching Requirements	Foreign teaching input is highly visible and significant, one-third of the curriculum and teaching resources is required from abroad	Often there is no curriculum input by foreign parties; foreign teaching may be absent or very limited, with the exception of the language courses.
Government approval	MOE approval is required	MOE approval is not required
Time frame	Can take up to one year to set up.	Can be established as soon as both institutions have approved it.
Partnership Exclusivity	Students enrolled into joint programs must study within the joint program structure.	Studying in one particular foreign university is often one of the options for students enrolled in a Credit Transfer program.
Students recruiting	Program recruitment is through Gaokao or other open recruiting methods from society	The program can only recruit from Chinese university's existing students pool
Course format + Graduate outcome	In most cases only 3+1 structure is permitted; more often it is a 4+0 structure to allow students to complete the course without going abroad	Following a 2+2 or 3+1 format, only a subset of enrolled students will meet entry requirements to continue their study in a foreign university; others will complete their course in China

2.3 JOINT PROGRAM VS. JOINT INSTITUTE VS. CHINA CAMPUS

A Joint Institute is a collaboration established between one Chinese education institution and its international partner(s) at the faculty level, often containing three or more joint programs. The coordinated administrative structure of a joint institute allows multiple joint programs to be run. At the end of 2020, there were a total of 84 joint institutes in China, nearly half of which were established after 2019.

Most joint institutes operate within a Chinese university campus and are, legally a sub-division under their Chinese university partners. There are however eleven independent legal education entities in China. These "China campuses" of international institutions enjoy a relatively high level of independence both in their physical operation and their legal status.

- New York University, Shanghai
- Xian Jiaotong Liverpool, Suzhou
- The Chinese University of Hong Kong, Shenzhen
- Israel Institute of Technology, Guangdong
- Cheung Kong Graduate School of Business, Beijing
- Kean University, Wenzhou
- Duke University, Kunshan
- University of Nottingham, Ningbo
- BNU-HK Baptist University United Int. College, Zhuhai
- BIT-Moscow University, Shenzhen
- China Europe International Business School

2.4 WHY ESTABLISH A JOINT EDUCATION PROGRAM (JEP) AND JOINT EDUCATION INSTITUTE (JEI) IN CHINA

① **Collaboration Foundation**

② **Market Access & Presence**

③ **Scalable Recruiment**

④ **Research Scope & Opportunity**

⑤ **Access to Industry**

A JEP/JEI provides a framework for closer collaboration of institutions and stipulates resource commitment from both parties. Joint programs are more likely to remain on the agenda of senior management meetings of both parties.

All the MoE approved JEPs/JEIs are listed on the MoE website http://jsj.moe.gov.cn/ (Chinese language only). The website is a starting point for many Chinese students and families when making their study decisions and brings higher visibility not only to the joint program itself, but also to each individual institution on the website.

At the undergraduate level, most recruitment is part of the Gaokao system, which is the most reliable path to achieve scalable recruitment in China and has long-lasting benefits.

Partnerships formed through JEPs often extend beyond the programs themselves, resulting in joint research and industry collaborations, with potential to leverage the overall network of the Chinese partner institution.

2.5 KEY MOTIVATIONS FOR CHINESE INSTITUTIONS ENTERING JOINT PROGRAMS

2.5.1 MOTIVATIONS

Approx. 1/3rd of the 2,000 Chinese universities and VET (Vocational Education and Training) providers are currently involved in at least one joint program, driven by the following motivations:

- Strong senior level connections (at university, or local government level)
- Strong interest driven by faculty staff
- Opportunity to improve the internal academic capacity of the Chinese university
- As a way of differentiating, increasing their competitiveness in the market, and better positioning themselves for higher student recruitment numbers and higher tuition fees
- An opportunity to meet administrative targets set by the local government, earning political achievement bonuses for the university leadership.
- Increased opportunity for international staff exchanges
- Providing more student scholarships

2.5.2 BARRIERS FOR THE CHINESE INSTITUTION

- Fewer suitable existing connections at either university level or faculty level
- Too many existing joint programs. The new proposal does not have any unique offering
- No internal champion to drive the program from concept through to approval
- Proposed program does not add value to the Chinese university (program is too insignificant, has an uncertain future, or does not bring prestige or revenue to the Chinese university)
- Unease with terms and conditions specified by foreign universities. For example, ownership of intellectual property
- Mismatch in partner university aims and objectives.

2.6 BARRIERS AND CONSIDERATIONS TO ENTERING JEP/JEI ARRANGEMENT BY AN INTERNATIONAL INSTITUTION

2.6.1 BARRIERS FOR THE INTERNATIONAL INSTITUTION

- Lack of understanding of JEP policies, regulations and operational realities at both the senior management and the faculty level
- Management forming a belief that the institution does not have sufficient teaching resources to meet the 1/3rd foreign input requirement and is reluctant to find alternative solutions
- Concern about intellectual property issues
- Management treating JEPs as a "slow investment return" compared to Credit Transfer and Recruiting through Agents, without appropriate internal financial models and figures to compare the costs for the three options
- Lack of experienced in-house HR resources to drive the process
- Not knowing how and where to start the process
- Fear of failure

2.6.2 KEY CONSIDERATIONS WHEN FINDING A SUITABLE CHINESE PARTNER

- Understanding the Chinese university's ranking, reputation, student background and quality
- Understanding the institution's overall internationalisation level and the capability of the particular faculty with which you are going to work
- Their internal approval and operation structure
- Understanding the local competition through feasibility studies
- Conducting due diligence on the potential Chinese partner.

2.6.3 HOW TO IDENTIFY A SUITABLE CHINESE INSTITUTION PARTNER

Ways in which foreign universities identify their Chinese university partners may include:

- Via an existing relationship that has been formed during joint research/publishing efforts, student/staff exchanges or personal connections within a faculty
- Selecting potential Chinese partners that have similar strengths or who focus in a particular field of study
- Geographic location and ranking considerations
- Understanding the complex relationship between a standard faculty which is fully owned by the institution, as opposed to an independent institute which is often partially owned by the institution

2.7 THE MOE'S APPROVAL & RENEWAL PROCESS

2.7.1 THE STANDARD APPROVAL PROCESS

Joint program applications are subject to three levels of approval by the following parties:

FOREIGN UNIVERSITY → **CHINESE INSTITUTION** → **PROVINCIAL EDUCATION BUREAU** → **MOE**

Upon successful internal approval, the application will then be submitted to the provincial education bureau.

Upon successful approval, the application, together with the provincial government's recommendations will then be submitted to the MoE.

The MoE had delegated the approval of VET level of Joint Programs and Institutes fully to the Provincial Education Bureaus; and indicated its willingness to further decentralize approval authorization. However, to date the MoE is still responsible for final approvals.

2.7.2 REASONS WHY APPLICATIONS ARE REJECTED

After individual faculty approval, Joint program applications can be rejected at three levels: at the university level, at the regional education bureau level and by the MoE for several reasons:

- Non-encouraged majors (i.e. business, marketing, accounting, etc.)
- Lack of quality resources from foreign institutions, such as lower ranking, insufficient teaching and curriculum input
- The Chinese university does not have existing capacity for such a major
- Insufficient content in the collaboration agreement (e.g. unclear statement for the handling of dispute resolution, etc.)
- High number of applications received at the provincial level, but due to the restricted number of applications that can be submitted up to the MoE, some applications may never get passed upwards from the provincial level
- University needs to screen its internal applications, so it will only transmit applications with the best chance for the higher authority's approval.
- In principle, education providers that apply for a 2nd joint program, must attach an MoE evaluation report of its first JEP as part of its application. In other words, the MoE is expected to have sufficient time to assess the quality of the first joint program before it approves a 2nd.

2.7.3 THE RENEWAL PROCESS

All approved joint programs must be renewed after the first teaching cycle or first cohort of graduates.

The renewal is largely a self-assessment process combined with some selected onsite auditing based on criteria published by the MoE in 2004 including:

- The legality of the JEP – whether or not it has been involved in compulsory education and the special education of military and police forces as well as religion and politics
- Whether the formation of the board or committee and the appointment of senior management has been confirmed by regulations
- Whether or not the program has protected the rights and interests of staff members and students
- Satisfactory auditing of required documentation including internal management guidelines, teaching staff qualifications, curriculum outlines as well as the approval of tuition and tax lodgements.



2.8 QUALIFICATIONS & DEGREE RECOGNITIONS

2.8.1. DEGREE QUALIFICATIONS

Graduates from TNE programs can receive qualifications in a number of different configurations. The table below presents different level of commitments and value propositions by each of the partner institutions.

Table 3. Configuration of Degrees and Certificates by TNE Programs

QUALIFICATIONS	CHINESE EDUCATION PROVIDER		INTERNATIONAL EDUCATION PROVIDER		CONDITION
	DEGREE	CERTIFICATE	DEGREE	CERTIFICATE	
Dual Degrees	Yes		Yes		
Single Degree	Yes				
			Yes		
Degree + Certificate	Yes			Yes	MoE approval is required
		Yes	Yes		MoE approval is NOT required



2.8.2 WHO PERFORMS DEGREE RECOGNITION?

The Chinese Service Centre for Scholarly Exchange (CSCSE) is an affiliate organization of MoE - it is tasked with verifying and giving accreditation to degrees awarded overseas. This entity also provides degree recognition for international students who have received a Chinese degree and later apply to study outside China. Applications can be lodged online, through agents or onsite at their Beijing office.

There are two types of degree accreditation conducted by CSCSE:

① Accreditation of degrees for students who **obtained their degree abroad** (i.e. enrolled in a foreign university and studied abroad). This will be first processed at the local Chinese consulate, then it will be submitted to the CSCSE upon the student's return to China.

② Accreditation of a foreign degree that was obtained through a **joint program**.

CSCSE's accreditation policy has remained somewhat ambiguous. There are several categories of accreditation and rejection. They are listed below, in order of likelihood of accreditation:

- Programs (both undergraduate and postgraduate) that are approved by MoE will be accredited
- Quota students who enrolled into non-MoE endorsed credit transfer programs have many precedents of getting their overseas degree accredited
- Technically, students who receive credit for their overseas study require a minimum stay of one year abroad, and the foreign degree obtained must be credited by the authorities in that country, which must also have a bilateral agreement with the Chinese Ministry of Education.

2.8.3. WHY CHINESE STUDENTS NEED DEGREE RECOGNITION

Gaining accreditation in China is beneficial to Chinese graduates who received degrees from abroad for the following reasons::

- It is a pre-requisite for seeking employment in the government sector or state-owned organisations (including enterprises, institutions and universities)
- It is essential for those wishing to gain preferential treatment under China's household registration (i.e. the "hukou") system which determines the city you can reside in and receive government services and benefits.
- It is a requirement for applying for benefits such as funding support for a new start-up business. Funds are offered by local governments and industry zones to selected overseas returnees.

03 LEGAL OBLIGATIONS & SOCIAL RESPONSIBILITY

China has experienced decades of legislative vacuum in a wide range of areas. To resolve this issue, China constantly issues "regulations" to fulfil urgent needs. However, some of these "regulations" issued by various administrative departments can be conflicting, too generalized or lacking in consistency.

3.1 LEGAL GROUND

- 1995 Sino-Foreign Cooperative Education Temporary Measures
- 1998 The Higher Education Law of the People's Republic of China (CFCRs)
- 2003 Sino-Foreign Cooperative Education Regulations
- 2004 The Implementing Details
- 2017 Foreign NGO Law
- 2020 Measures for the Hiring and Management of Foreign Teachers (Draft for Solicitation of Comments)
- Others: Company Law, Contract Law, Intellectual Property Law, Advertising Law & Employment Law

3.2 EXPECTATIONS

JEPs & JEIs are required to be executed within the legal and regulative framework of the People's Republic of China. This includes maintaining a stable financial position, remaining uninvolved with religions, maintaining an approved tuition fee, recruitment quotas and fulfilling its contractual obligations with all stakeholders. Socially, JEPs and JEIs are expected to take responsibility for students' wellbeing and endeavour to create a better future for the students.

3.3 BREACHES

Legal and administrative measures developed in the last twenty years enable penalties to apply to organizations on both sides, as well as to individuals who breach rules and regulations. They are divided into two major categories: administrative penalties and criminal charges.

The following government departments may be involved in executing any penalties and charges: Education Department, Public Security Bureau, Tax Bureau, Pricing Bureau, Labour Bureau, Commerce Bureau, Intellectual Property Bureau, Arbitration authorities and Courts.

3.3.1 PENALTIES FOR ORGANISATIONS:

- Administrative sanctions
- Fines
- Recruiting permit revoked
- For those charged with a criminal offence, a sanction will be imposed to prevent them establishing joint programs for ten years.

3.3.2 PENALTIES FOR INDIVIDUALS:

- Demotion within the Chinese university or government departments
- A ten-year ban on joining any boards
- Criminal charges

3.3.3 ADMINISTRATIVE PENALTIES MAY APPLY FOR THE FOLLOWING BREACHES

- Poor quality programs and disorganised management
- Licenses or degrees issued to those who do not meet the required standards
- Inaccurate course promotion to the public and misleading the public
- Recruiting prior to MoE approval
- Charging tuition higher than what has been approved

3.3.4 CRIMINAL OFFENCES MAY APPLY FOR THE FOLLOWINGS:

- Corruption
- Trading licenses and degrees as commodities
- Providing fake documentation

3.4 COMMONLY ASKED LEGAL QUESTIONS

The most commonly asked questions include: the language (Chinese vs. other) of the contract, arbitration vs. court system, legal jurisdiction and intellectual property issues. These concerns should be raised with legal professionals who are familiar with the Chinese legal system and practices.

For independent legal entities, there are additional legal obligations and complexities. Tangible and intangible investment, share structure, conformation of the Board, hiring and firing of senior management, borrowing and default legality are all concerns outside the scope of this report.

04 FINANCIAL MODEL, TUITION AND PRC TAXES

4.1 FINANCIAL MODEL

4.1.1 FINANCIAL MODEL FOR JEPS/JEIS

- Revenue sharing model: both parties agree on a revenue sharing model beforehand, based on their own structure and the evaluation of each party's contribution
- Each institution largely manages its own costs and minimises its financial exposure in the joint entity. Under this model, the international institution normally receives a fixed fee to minimise its risk. This is the most commonly adopted method in recent years
- In some cases, it may be possible to receive government subsidies including scholarships, free rental and tax preferential status in the first few years of establishment.

4.1.2 FINANCIAL MODEL FOR CREDIT TRANSFER ARRANGEMENTS

- In most cases, credit transfer programs involve none or very little money exchange between the two countries' institution; however, to ensure the forex conversion rate meets expectations, the international institutions may consider meeting the cost of their own staff travel, or pay for this via a 3rd party.
- In some cases, both parties may agree upon a "joining fee" to screen students' willingness and financial ability to pay for studying abroad, and to motivate students to exert greater academic efforts in order to meet the credit transfer requirements. This also helps to increase the motivation of the operators.

4.2 TUITION & PRICING STRUCTURE

All joint programs' costs should be submitted to the Local Commodity Pricing Bureau (Wu Jia), who will determine the final tuition based on the costs, the local consumption level and the outcome of the institutions' bilateral negotiations.

Table 4. Tuitions Range of Joint Programs in China (per annum) in Euro

	LOWEST TIER	MID-TIER	HIGH TIER	HIGHEST TIER
Tuition	€1,300 - 3,200	€3,200 - 6,500	€6500+	€39,000 - 75,000

Most international institutions find their China teaching component only shows at best a narrow profit margin, with breaking even being a common goal. The benefit for foreign partners is converting more students to study at their home campus to complete bachelor studies or continue their post-graduate studies.

4.3 LOCAL TAXES

Chinese local taxes apply in three areas:

① **The joint program/institute itself as an operating organization**

② **International staff who are based in or frequently travel to China**

③ **Payments made by the joint program/institute to the international partner**

4.3.1 THE TAX LANDSCAPE FOR JEP/JEI

China charges two types of taxes: VAT and profit tax. The tax applied to JEPs/JEIs depends on the nature of the Chinese and international party (public vs. private, quota students or non-quota students, issuing degree or certificate, etc.). The key determinant is the dialogue between the Chinese partner and its local tax bureau, as regional policies can differ significantly. In 2020, the state tax bureau issued VAT exemptions to all Chinese degree programs, despite some programs having been charged tax previously.

4.3.2 TAX FOR INDIVIDUAL INTERNATIONAL STAFF MEMBERS

Any international staff members who spend more than 183 days in China will be considered as Chinese tax residents, regardless of whether their salary was received in China or overseas. Preferential tax treaties have been offered for staff working on JEPs/JEIs, with tax rebates on housing expenses, children's education and language study. This rebate, however, will be revoked after 2022.

4.3.3 REPATRIATION

There are two reasons for fund repatriation (transfer of funds by the joint program to the international partner):

① **Curriculum royalties**

② **Payment to personnel**

Taxes will be paid by the Chinese institution to tax bureaus in their city / provinces. The international institution should understand its overall tax obligations to ensure a fair and lasting relationship. The most common tax rate on royalties is 10%, while personal individual income tax is on a sliding scale from 3% to 45%. In the event that a non-tax resident receives payment directly from the Chinese entity, a 90 day China residency rule applies.

05 TRENDS AND THE STATUS OF CURRENT MOE APPROVED PROGRAMS

Currently there are over 2,000 joint programs operating in China. Approximately half of them are at degree education level or above and half are at diploma (VET) level, with over 600 Chinese institutions and 800 international education providers being involved. There were 700,000 Chinese students studying aboard before the pandemic and at least 550,000 Chinese students are enrolled in a joint study program in China at any given time.

Over 200 joint programs have been voluntarily terminated. The MoE approves two batches of around 30 joint programs/institutes each year in March and September. We use a sampled study of the MoE's 134 "double top tier universities [1]" to understand the dynamics of Joint Programs today.

TABLE 6. MOST POPULAR JOINT PROGRAMS BY DISCIPLINE*

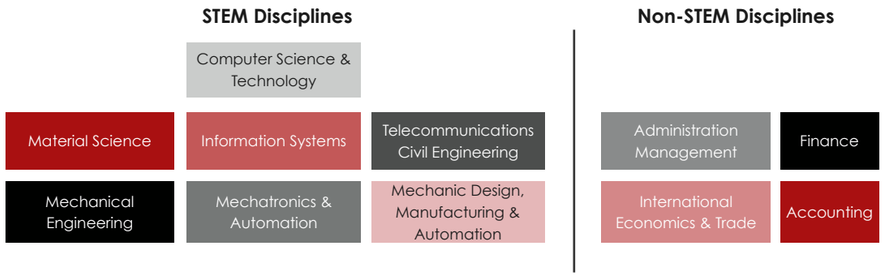
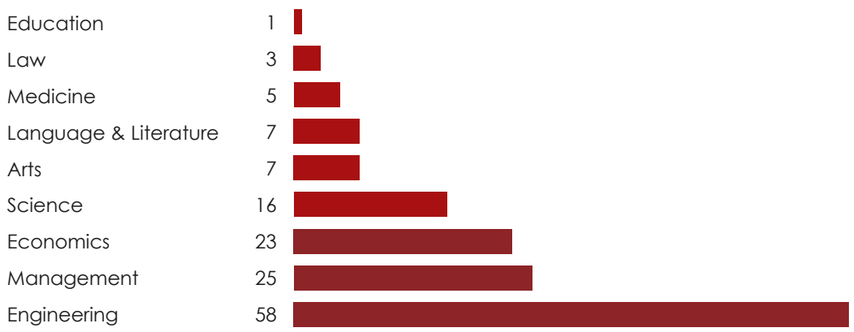


TABLE 5. JOINT PROGRAMS BY FIELDS*



[1] Double Top Tier Universities are a ranking given by the MoE to top universities and/or to top quality courses with the aim of growing these courses/universities to reach top global rankings. These universities are in the process of replacing the previous university categories – the 985 universities and the 211 universities, none of which are looking at individual courses.

*based on sample studies on "Double Top Tier Universities". Source: EOL

TABLE 7. JOINT PROGRAMS BY COUNTRY OF ORIGIN (OF INTERNATIONAL INSTITUTION)

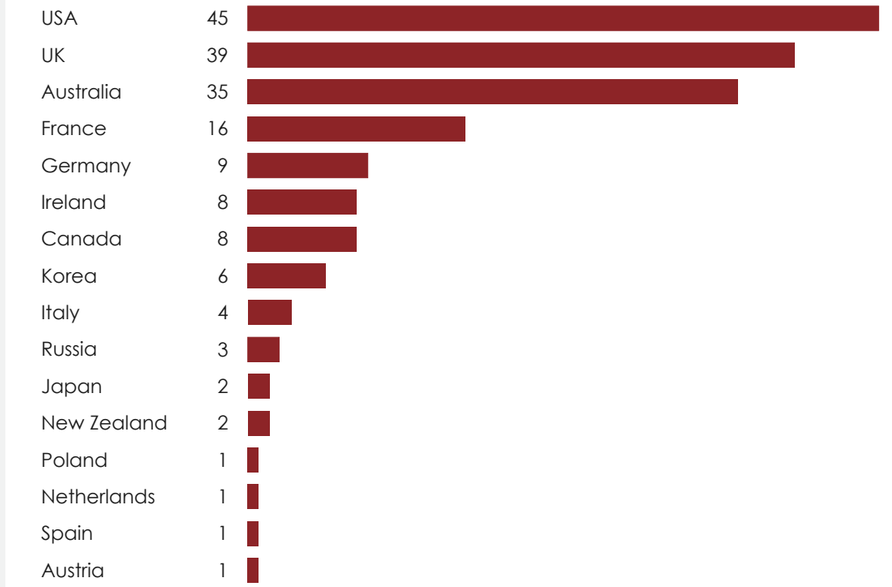
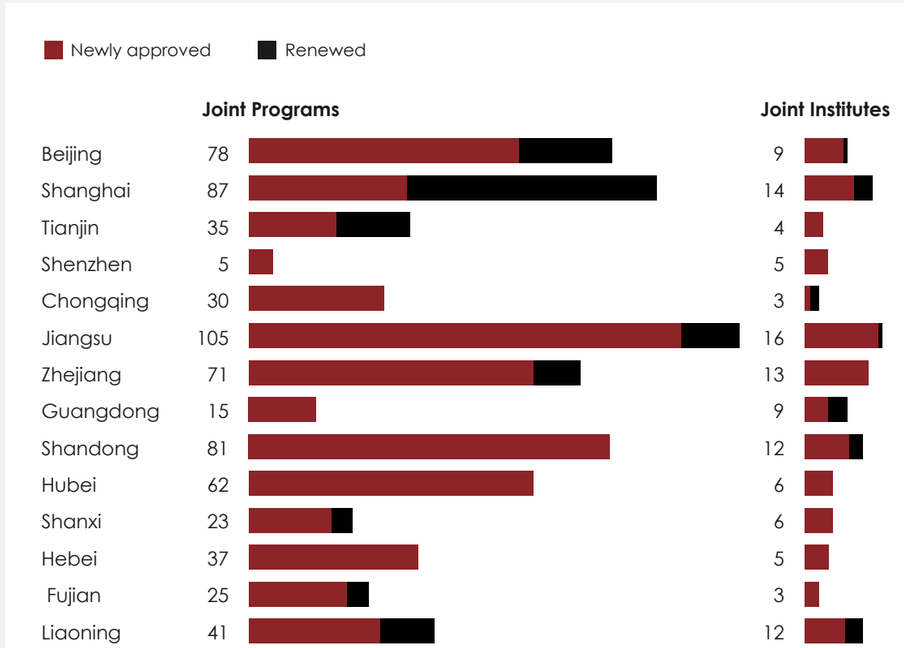


TABLE 8. SNAPSHOT OF APPROVALS BY THE MOE (AS OF MAY 2021)



06 SUMMARY & CONCLUSION

Both joint programs and joint institutes can be successful choices in today's environment, whether through revenue-sharing or conversion of students to offshore campuses. Key factors for success are:

- Identifying and screening opportunities carefully
- Strong buy-in and support from senior management and faculties
- An experienced execution team with local knowledge

CREDIT TRANSFER VS. JOINT PROGRAM

Credit Transfer is the most appropriate for high-ranking universities or highly sought after courses. Joint Programs take a long time to establish but can potentially serve both institutions for decades.

Table 9. Pros and Cons of Joint Program and Credit Transfer

	INVESTMENT	OPERATIONAL COSTS	MOE APPROVAL	RECRUITING CERTAINTY
Credit Transfer	Minimum	Unpredictable	Not required	Low
Joint Programs	1/3 of the teaching and curriculum contribution	More predictable	Required	Certain

CURRICULUM DESIGN

Designing a successful joint program curriculum requires a good understanding of the target student cohort, particularly language requirements, prerequisite knowledge and interest in domestic or global content, among others.

LOCATION

Whether you are considering top tier cities, lesser-known places or special trade-free zones, there is no one answer for the best location. Each opportunity needs to be assessed on a case-by-case basis, taking into consideration local market competition, the partners' reputation and know-how and the administrative operational environment.



THIRD PARTY INVOLVEMENT

Third parties have been involved in the establishment of TNE programs in the last two decades. A third party may add value to the initial stage or have an ongoing operational involvement. It is important that education providers fully understand the role the third party plays in the structure, and that education providers maintain control and require full transparency.

FEASIBILITY AND DUE DILIGENCE

It is important to allocate time and resources to conduct feasibility and due diligence research to understand the operating environment as well as your Chinese partners' history, reputation and capability.

LEGAL AND TAX

This report is only able to provide a glance of the complexity of legal and tax issues; It is highly recommended to engage professionals who have experience in China.

CHINA HIGHER ED

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University of Windsor
Program Development Committee

*5.4: **Suspension of Admissions – Minor in Anthrozoology and IAS Minor Concentration**

Item for: **Information**

Forwarded by: **Dean, Faculty of Arts, Humanities, and Social Sciences**

MEMORANDUM

To: Program Development Committee (PDC)

Date: September 18, 2026

Admissions have been suspended to the following programs in the Faculty of Arts, Humanities and Social Science

- Minor in Anthrozoology
- Bachelor of Interdisciplinary Arts and Science (IAS) Minor Concentration in Anthrozoology

The Department cannot currently offer ANZO-1600, a required prerequisite for the minor and subsequent courses. A temporary pause in admissions would ensure transparency for prospective students while allowing the Department to assess teaching capacity and determine when the required courses can be offered consistently .

Cheryl Collier
Dean, Faculty of Arts, Humanities, and Social Sciences

University of Windsor
Program Development Committee

*5.5: **Suspension of Admissions – Greek and Roman Studies**

Item for: **Information**

Forwarded by: **Dean, Faculty of Arts, Humanities, and Social Sciences**

MEMORANDUM

To: Program Development Committee (PDC)

Date: September 20, 2026

As of Fall 2027, admissions have been suspended to the following programs in the Department of Languages, Literatures and Cultures:

- Honours Greek and Roman Studies (Greek or Latin Option)
- Combined Honours Greek and Roman Studies
- Major Concentration – Bachelor of Arts and Science (BAS) Greek and Roman Studies

There are currently three full-time faculty members teaching in Greek and Roman Studies (GRST); these three are able to run a full Honours BA. GRST does not rely on sessional stipends for its courses. One of the faculty will be retiring after the Winter 2029 semester, leaving only two full-time faculty.

Given current budget constraints and given the fairly tow number of majors in Greek and Roman Studies at present (17 as of Winter 2026, the last semester for which figures were available at the time we filled out this form), it is exceedingly unlikely that this retiring faculty member will be replaced. GRST cannot offer an Honours BA with only two full-time faculty members.

Consequently, GRST wishes to suspend admissions to the Honours Greek and Roman Studies degree, to the Combined Honours Greek and Roman Studies degree and to the Major Concentration in GRST in the Bachelor of Arts and Science degree. This suspension of admissions will be effective for the Fall 2027 semester.

GRST proposes to suspend admissions before the projected retirement in 2029 so that there will not be students admitted to the BA programs after the current academic year who are left stranded and unable to get access to the courses they need to graduate.

GRST wishes to maintain the Minor Concentration in the BAS degree and the Minor in Greek and Roman Studies. Each of these minors requires only 6 courses over a full degree program; the two remaining full- time GRST faculty will easily be able to continue to offer courses sufficient for a Minor Concentration.

GRST courses remain popular with students, even when the students do not pursue a Major in our program. Initial enrolments for Fall 2026 total 315 registrations over 6 courses, with class sizes ranging from 26 to 127 students. Given that student interest in our courses remains pretty high, the Minor Concentration is needed and feasible.

Drs Patricia Fagan, Max Nelson, and Robert Weir

Cheryl Collier
Dean, Faculty of Arts, Humanities, and Social Sciences

University of Windsor
Program Development Committee

*5.6: **Suspension of Admissions – Master of Applied Economic Policy**

Item for: **Information**

Forwarded by: **Dean, Faculty of Science**

MEMORANDUM

To: Program Development Committee (PDC)

Date: September 1, 2026

Subject: Suspension of Admissions – Master of Applied Economic Policy (MAEP)

I am writing to notify you that admissions to the Master of Applied Economic Policy (MAEP) program should be suspended until Fall 2028.

This decision has been made in light of the program's current low enrolment. A temporary suspension of admissions would provide the Department with an opportunity to undertake a thoughtful review and restructuring of both the Master of Arts (MA) and Master of Applied Economic Policy (MAEP) programs.

It is important to emphasize that this recommendation is for a temporary suspension of admissions, rather than the discontinuation of the MAEP program. The intention is to provide the Department with the necessary time and flexibility to complete its program restructuring work and to bring forward revised graduate program offerings for consideration.

Sincerely,

Claudio Verani

Claudio Verani, PhD
Dean, Faculty of Science
Cc: Dr. Marcelo Arbex, Department Head, Economics

University of Windsor
Program Development Committee

*5.7: **Suspension of Admissions – MA in Communciation, Media and Film**

Item for: **Information**

Forwarded by: **Dean, Faculty of Arts, Humanities and Social Sciences**

MEMORANDUM

To: Program Development Committee (PDC)

Date: September 14, 2026

Subject: Suspension of Admissions – MA in Communication, Media and Digital Culture

Admissions have been suspended to the following programs in the Department of Communication, Media and Film (CMF), effective Fall 2027.

- MA in Communication, Media & Digital Culture

This is a low enrolment program, with a mean entering cohort of 4-5 students over the last five years. The department also faces increasing challenges offering enough graduate courses and supervisory options to students in the MA in Communication, Media & Digital Culture. Faculty resources would be better directed to other programs within the AAU that offer greater potential for growth, including the Communication, Media & Film BA and Film Production MFA.

FAHSS is committed to ensuring that all students currently enrolled in the program have the courses and support they need to graduate.



Dr. Cheryl Collier
Dean, Faculty of Arts, Humanities, and Social Sciences

University of Windsor
Program Development Committee

*5.8: **Business (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION: That the degree requirements for the Master of Business Administraion Professional Accounting Specialization (MBA-PAS) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This proposal has been approved by the Odette School of Business Council and the Faculty of Graduate Studies Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**MBA-Professional Accounting Specialization (MBA-PAS)**
DEPARTMENT(S)/SCHOOL(S):	**Odette School of Business**
FACULTY(IES):	**Odette School of Business**

Proposed change(s) effective as of* [Fall, Winter, Spring]:**(subject to timely and clear submission)*	Summer 2027

Does the minor program change include new courses?:

X. Yes[All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

____ No

If yes, list all new courses: ACCT-8070 - Integration and Team Building

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.

Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

MBA-Professional Accounting Specialization (MBA-PAS)

To be admissible to the MBA-Professional Accounting Specialization program, applicants must meet the following requirements:

1. Successful completion of 120 credit hour undergraduate business degree or equivalent
2. **A cumulative GPA of at least 70% in the entire undergraduate degree and CPA Qualifying Courses or equivalent** ~~A cumulative GPA of at least 70% in the previous academic degree/last 20 courses/ 4 full-time semesters and minimum average of 70% CGPA in Core Preparatory Courses .~~
3. ~~Must be eligible to begin the CPA Professional Education Program (CPA PEP)~~
3. A completed Graduate Management Admission Test (GMAT) with a minimum score of 550 for accepted applicants.
4. Applicants must also upload two letters of reference, a resume, and a letter of intent.

Degree Requirements Total Courses: **12** ~~11~~

ACCT-8010. Advanced Topics in Financial Reporting
ACCT-8020. Advanced Topics in Management Accounting
ACCT-8050. Advanced Audit and Assurance
ACCT-8060. Advanced Topics in Taxation
ACCT-8070. Integration and Team Building
ACCT-8080. Integrative Case Analysis
BUSI-8010. Interpersonal Dynamics
STEN-8980. Strategic Management
~~MGMT-8030 Performance Management and Governance~~
FINA-8040. Advanced Corporate Finance
~~BUSI-8140. Digital Business Systems~~
BUSI-8050. Marketing Management
BUSI-8060. Managing Employee
BUSI-8150. Business Analytics

Students ~~who elect not to continue in the MBA-PAS may~~ ***will*** *receive a Graduate Diploma in Accounting after successful completion of all accounting courses.*

The MBA-PAS program will follow the sequence below:
Semester 1: (Accounting Phase)
ACCT-8010. Advanced Topics in Financial Reporting
ACCT-8020. Advanced Topics in Management Accounting and Control
ACCT-8050. Advanced Audit and Assurance
ACCT-8060. Advanced Topics in Taxation

Semester 2: (Accounting Phase)
ACCT-8070. Integration and Team Building
ACCT-8080. Integrative Case Analysis

Semester 3: (MBA Phase)
LOA Or
BUSI 8060 – Managing Employees
FINA 8040 – Advanced Corporate Finance
BUSI 8050 – Marketing Management

Semester 4: (MBA Phase)
STEN- 8980 - Strategic Management
BUSI 8010 – Leadership and Interpersonal Dynamics
BUSI 8150 – Business Analytics

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with ***bolding*** *and underlining. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a* ***Form E.***

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

A new national CPA Professional Education Program will be introduced across Canada in 2027, bringing significant changes to the pathway to CPA designation. Under this new framework, all accredited post-secondary institutions will be required to reapply for accreditation and demonstrate that their programs align with the updated competency map and revised educational standards.

Our admission requirements have slightly changed to meet the new CPA standards, seeing an expansion of the gpa requirements from the last two years to the cumulative average of the entire undergraduate degree. CPA has updated their terminology to 'Qualifying Courses' which has also been reflected in the new admission requirements.

One of the major shifts in the new model is that accredited programs must support students through the full progression of learning, including the foundational level, CPA Core and Licensure, and CPA Leadership modules. This expanded scope means that institutions can no longer cover only select portions of the pathway; instead, programs must ensure comprehensive competency development across all required stages.

As a result of these changes, the Graduate Diploma in Accounting component of the MBA-PAS program will need to modify its curriculum to meet the new requirements. One additional course will be introduced to address the expanded competency areas and ensure students are fully prepared under the new standards. In addition, the accounting courses within the Graduate Diploma in Accounting component of MBA-PAS will be restructured to be delivered over two semesters, allowing for deeper coverage of content and alignment with the updated expectations.

If the University of Windsor fails to act, the insititution could be exposed to significant risks. First, failure to maintain accreditation would have devastating enrollment losses exceeding 100+ students per cycle, threaten the business school's AACSB accreditation, and create severe damage to Odette's reputation as a premier business school.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

The Odette School of Business is in the process of hiring two Teaching Intensive positions for the 2026/2027 academic year, and for the 2027/2028 academic year plan to hire one Teaching Intensive faculty and one PhD qualified tenure track research faculty. These faculty hires will be required to meet the demands of the revised CPAO certifaction requirements as well as to meet the CPAO accredidation standards for faculty sufficiency. The five of the six accounting courses within the revised program are the same five courses that are offered within the current program structure. Therefore, the quality of the faculty is sufficient to promote innovation and foster an intellectual climate.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

Given the new faculty hires, we do not see a significant reliance on sessional or part-time faculty members. In fact, CPAO accreditation standards require that most faculty members must be full-time faculty, and no accredited program shall have a significant reliance on sessional or limited term faculty. In the event sessionals are needed, these individuals will be CPA designated, coupled with significant industry experience, ensuring a high-quality educational experience and exposure to practical applications of the materials.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

The MBA-PAS program is a course-based graduate program that does not include a research component. Faculty members are not required to provide supervision within the program.

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

The revised program design allows for internal cost-savings for the business school. The four of the MBA courses in semesters three and four are designed to align with MBA for Managers and Professional program. This alignment will streamline the number of courses offered at the graduate level and create dynamic networking opportunities for students in both programs.

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

University of Windsor
Program Devlopment Committee

*5.12: **Mechanical Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Engineering**

MOTION: That the degree requirements for the Bachelor of Applied Science in Mechanical Engineering programs (General, Aerospace, Automotive, Environmental, and Materials Options) (with/without Co-op) be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed changes have been approved by the Department of Mechanical, Automotive, and Materials Engineering (MAME) Council and the Faculty of Engineering Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Applied Science - Mechanical Engineering(with/without Co-op)** **Bachelor of Applied Science - Mechanical Engineering with Aerospace Option (with/without Co-op)** **Bachelor of Applied Science - Mechanical Engineering with Automotive Option(with/without Co-op)** **Bachelor of Applied Science - Mechanical Engineering with Environmental Option (with/without Co-op)** **Bachelor of Applied Science - Mechanical Engineering with Materials Option(with/without Co-op)**
DEPARTMENT(S)/SCHOOL(S):	**Mechanical, Automotive,and Materials Engineering**
FACULTY(IES):	**Faculty of Engineering**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Winter 2027

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

__X__ No

If yes, list all new courses:

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Bachelor of Applied Science - Mechanical Engineering
Bachelor of Applied Science - Mechanical Engineering with Aerospace Option
Bachelor of Applied Science - Mechanical Engineering with Automotive Option
Bachelor of Applied Science - Mechanical Engineering with Environmental Option
Bachelor of Applied Science - Mechanical Engineering with Materials Option

All programs are offered with and without Co-op.

Total courses: 44 (Automotive Option, Aerospace Option, Materials Option, Environmental Option) + Co-op Work Terms for students in the Co-op option; 42 (General Option) + Co-op Work Terms for students in the Co-op option

Degree Requirements

[....]

THIRD YEAR
Fall Term (Semester 5)
GENG-3130. Engineering Economics
MECH-3211. Stress Analysis
MECH-3212. Thermodynamics
MECH-3223. Machine Dynamics
MECH-3233. Fluid Mechanics I
One course from the approved Faculty of Engineering Complementary Studies List A or B*
*Students must take one course from List A and one course from List B.
Winter Term - Co-op students only
GENG-3980. Work Term II

Summer Term (Semester 6)
~~GENG-3201. Engineering Design III~~
MECH-3201. Engineering Design III
MECH-3217. Applied Thermodynamics
MECH-3220. Fluid Mechanics II
MECH-3228. Heat Transfer
MECH-4259. Computer Aided Engineering or MECH-4258. Computational Fluid Dynamics

[....]

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining.*

*Examples of minor course changes include: deleting courses, course description changes, pre/anti/co-requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

The change in the course designation from GENG-3201 Engineering Design III to MECH-3201 Engineering Design III reflects the fact that the course is taken exclusively by students in Mechanical Engineering programs and is not, in fact, a General Engineering course.

An explicit prerequisite requirement for MATH 2790 Differential Equations has been added to MECH-3220 Fluid Mechanics II. In addition, MECH-3233 Fluid Mechanics I and MECH-3212 Thermodynamics have been added as prerequisites for MECH-3228 Heat Transfer. MECH-3223 Machine Dynamics, MECH-3220 Fluid Mechanics II, and MECH-3228 Heat Transfer have been added as prerequisites for MECH-3221: Control **Theory**. Finally, MECH-3223 Machine Dynamics and GENG-2220 Probability and Statistics for Engineering have been added as prerequisites for MECH-3224 Engineering Measurements. These changes are intended to ensure that students

have the necessary mathematical and technical background for the successful completion of the corresponding courses.

Since MECH-3201 Engineering Design III is a cornerstone course for the completion of the third year and builds upon knowledge acquired throughout the first, second, and third years of the program, explicit prerequisites have been established. In particular, completion of all first- and second-year courses is required, along with MECH-3223 Machine Dynamics, MECH-3211 Stress Analysis, and at least one of MECH-3233 Fluid Mechanics I or MECH-3212 Thermodynamics. These requirements are intended to ensure that students entering Engineering Design III have the breadth and depth of knowledge necessary to successfully complete the course and its associated design work.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

N/A

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

N/A

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

N/A

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

University of Windsor
Program Development Committee

*5.10: **Bachelor of Engineering Technology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Faculty of Engineering**

MOTION: That the degree requirements for the Bachelor of Engineering Technology– General Stream and Mechanical Stream be changed in accordance with the program/course change forms.^

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The proposed changes have been approved by the Department of Mechanical, Automotive, and Materials Engineering (MAME) Council and the Faculty of Engineering Coordinating Council.
- The course GENG-3201 - Engineering Design III is being re-coded to MECH-3201 which mean that it will also change in the degree requirements for the Bachelor of Engineering Technology General and Mechancial stream.
- *See attached*.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Bachelor of Engineering Technology – General Stream** **Bachelor of Engineering Technology – Mechanical Stream**
DEPARTMENT(S)/SCHOOL(S):	**Mechanical, Automtoive,and Materials Engineering**
FACULTY(IES):	**Faculty of Engineering**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Winter 2027

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

__X__ No

If yes, list all new courses:

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining.

Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Bachelor of Engineering Technology – General Stream

Degree Requirements

Total Courses: 40 courses

(a) MATH-1720 or MATH-1760, MATH-1730, MATH-1270 or MATH-1250, PHYS-1400, and two additional math or science courses

(b) GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2101, GENG-2102, GENG-2220, GENG-3130

(c) Eighteen additional engineering courses, which must include:

i) Two 1st, 2nd or 3rd year engineering design course (e.g. GENG-1201, GENG-2201, ~~GENG-3201~~ **MECH-3201**, or ELEC-3000)

[…]

Bachelor of Engineering Technology – Mechanical Stream

Degree Requirements

Total Courses: 40 courses

(a)MATH-1720 or MATH-1760, MATH-1730, MATH-1270 or MATH-1250, PHYS-1400, and two additional math or science courses

(b)GENG-1101, GENG-1102, GENG-1202, GENG-1110, GENG-2101, GENG-2102, GENG-2180, GENG-2190, GENG-2220, GENG-3130

(c)MECH-2210, MECH-2230, MECH-3211, MECH-3212, MECH-3224, MECH-3233, MECH-4228

(d)Nine additional engineering courses, which must include:

i)Two 1st, 2nd or 3rd year engineering design course (e.g. GENG-1201, GENG-2201, ~~GENG-3201~~ **MECH-3201**)

[…]

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining. Examples of minor course changes include: deleting courses, course description changes, pre/anti/co- requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a **Form E**.*

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

The change in the course designation from GENG-3201 Engineering Design III to MECH-3201 Engineering Design III reflects the fact that the course is taken exclusively by students in Mechanical Engineering programs and is not, in fact, a General Engineering course. Since MECH-3201 Engineering Design III is a cornerstone course for the completion of the third year and builds upon knowledge acquired throughout the first, second, and third years of the program, explicit prerequisites have been established. In particular, completion of all first- and second-year courses is required, along with MECH-3223 Machine Dynamics, MECH-3211 Stress Analysis, and at least one of MECH-3233 Fluid Mechanics I or MECH-3212 Thermodynamics. These requirements are intended to ensure that students entering Engineering Design III have the breadth and depth of knowledge necessary to successfully complete the course and its associated design work.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit),
existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

N/A

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

N/A

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

N/A

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

University of Windsor
Program Development Committtee

*5.11: **Business – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Odette School of Business**

MOTION 1: That the requirements for the Specialization in Business Analytics and Supply Chain Management be changed in accordance with the program/course change forms.^

MOTION 2: That the Specialization in Business Analytics and Supply Chain Management for Honours Business Administration and Computer Science only be discontinued.

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The proposed changes have been approved by the Odette School of Business Council.
- *See attached*.

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

TITLE OF PROGRAM(S)/CERTIFICATE(S):	**Specialization in Business Analytics and Supply Chain Management**
DEPARTMENT(S)/SCHOOL(S):	**Odette School of Business**
FACULTY(IES):	**Business**

Proposed change(s) effective as of* [Fall, Winter, Spring]: **(subject to timely and clear submission)*	Winter 2027

Does the minor program change include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the minor program change proposal (PDC Form C)]

_X___ No

If yes, list all new courses:

A.1 PROGRAM REQUIREMENT CHANGES

Please provide the current program requirements and the proposed new program requirements by cutting and pasting from the current undergraduate or graduate web calendar (www.uwindsor.ca/secretariat/calendars) and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with bolding and underlining. Example: Degree requirements: WXYZ-1000, ~~WXYZ-1010~~, WXYZ-1100, WXYZ-2100, WXYZ-3100, WXYZ-4100, plus three additional courses at the **3000-level or** 4000-level.

Specialization in Business Analytics and Supply Chain Management Specialization

To be eligible for the Business Analytics and Supply Chain Management specialization, students must ~~take MSCI-3410. Students must also~~ receive a minimum grade of 65% in each of the gate-in courses MSCI-2200 and MSCI-2130*****; **and** an overall minimum average of 67% in MSCI-2230, MSCI 3410, and any ~~5~~ **4** of ~~MSCI-2230,~~ MSCI-2250, MSCI-3050, MSCI-3110, MSCI-3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, MSCI-4240, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 ~~including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG-3390, and at least two of MSCI-2230, MSCI-2250, MSCI-3110, MSCI-3120, MSCI-3230,MSCI-4230, MSCI-4240; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980~~.

***Note: Students in the Honours Business Administration and Computer Science program are not required to take MSCI-2130 as part of the gate-in courses.**

~~**Specialization in Business Analytics and Supply Chain Management (Honours Business Administration and Computer Science ONLY)**~~

~~To be eligible for the Supply Chain and Business Analytics and Supply Chain Management specialization, students must take MSCI-3410. Students must also receive a minimum grade of 65% in the gate-in course MSCI-2200; an overall minimum average of 67% in the capstone course MSCI- 4230 or MSCI-4310 or MSCI-4980 and any 5 of MSCI-2230, MSCI-2250, MSCI-3050, MSCI-3110, MSCI- 3120, MSCI-3200, MSCI-3230, MSCI-3310, MSCI-4230, MSCI-4240, MSCI-4310, MSCI-4910, MSCI-4950, MSCI-4980, and MKTG-3390 including at least two of MSCI-3050, MSCI-3200, MSCI-3310, MSCI-4310, MSCI-4980, MKTG3390, and at least two of MSCI-2230, MSCI-2250,MSCI-3110, MSCI-3120, MSCI-3230, MSCI-4230, MSCI4240; and a minimum grade of 67% in the capstone course MSCI-4230 or MSCI-4310 or MSCI-4980.~~

PROGRAM DEVELOPMENT COMMITTEE
MINOR PROGRAM CHANGES
FORM C

A.2 MINOR COURSE CHANGES REQUIRING ADDITIONAL RESOURCES OR AFFECTING DEGREE REQUIREMENTS

*If this is a minor course and calendar change (usually noted on a Form E) requiring additional resources or affecting degree requirements, please provide the current course information and the proposed new course information by cutting and pasting from the current undergraduate or graduate web calendar and clearly marking deletions with strikethrough (~~strikethrough~~) and additions/new information with **bolding** and underlining.*

Examples of minor course changes include: deleting courses, course description changes, pre/anti/co-requisite changes, contact hour/lab requirement changes, course title changes, renumbering courses, and/or cross-listing courses. ***Minor course calendar changes, which do not require additional resources or do not affect degree requirements, should be submitted on a Form E.***

N/A

B. RATIONALE

Please provide a rationale for the proposed change(s).

This specialization required a complex combination of courses (i.e., 2 from list A, 2 from list B, 1 from the combination of A and B, and 1 "capstone" which also was listed in the combination of A and B list). Given the recent requirement for courses to have 12+ students enrolled to be offered, combined with the generally low enrollment in this specialization (i.e., an average of 15 students per year), Odette has been unable to offer – with sufficient regularity – the courses required to complete this complex specialization. As such, we are revising it so that it is easier for students to enroll in – and complete – this specialization.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

N/A

C.2 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

N/A

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C.3 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

C.4 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students. (Funding could come from a variety of sources, such as internal or external grants, scholarships, Graduate Assistantships, etc. The amounts, and number of GAships, must be anchored to the minimum limits set by policy or collective agreements.)

N/A

C.5 Anticipated New Resources and/or Reallocation of Resources and Cost Savings

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program. Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)*

N/A

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

University of Windsor
Program Development Committee

*5.12: **BA and BSc General Programs – No Direct Admission**

Item for: **Approval**

Forwarded by: **Faculty of Arts, Humanities, and Social Sciences and Faculty of Science**

MOTION: With the exception of the concurrent programs with Education, the General BA in Economics, and degree completion pathways, that there be no direct admission to the three-year general programs in the Faculty of Arts, Humanities, and Social Sciences and the Faculty of Science for applicants through OUAC. The general programs will remain available for in-course students who may choose to, or be required to, move to a three year program.

Rationale:

- Both Visual Arts and Dramatic Art have been admitting students directly into their four-year programs for over a decade. This would be extended to all general BA, BSc, BCS, and BMath programs.
- This further encourages students to pursue honours degrees and maximizes reporting to the Ministry, while retaining the three-year degree as a fallback option for students.
- Transferring to the three-year program from the four-year program, or applying to graduate with the three-year degree, is seamless.
- The following note will be added to the FAHSS and Faculty of Science sections of the undergraduate calendar on general programs, as well as the calendar descriptions for each affected program: "*Note: As of Fall 2027, there are no direct admissions from High School to general three-year programs, with the exception of students enrolled in the Concurrent Education programs, the General BA in Economics and degree completion pathways. Students will be applying directly to the Honours program.*"