

# Integrated BEd Program

## Information for Prospective Transfer Applicants for September 2024



First Draft - November 1, 2023

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THE UNIVERSITY OF  
WINNIPEG

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# Information Sessions for Prospective Applicants

The Faculty of Education holds information sessions for students interested in applying to the Integrated BEd/BA,BSc, or BPHE program. Dates and information on how to register can be found here: <https://www.uwinnipeg.ca/education/programs/transfer-program.html>

If you are unable to attend one of the dates, you can request a video recording of the information session by emailing [education@uwinnipeg.ca](mailto:education@uwinnipeg.ca)

## Find out About

- The education streams within the program
- The application process
- The factors that are considered when selecting candidates for admission
- Application deadlines for September, 2024

## Contact Information

Admissions Office

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Faculty of Education

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## Applying to Joint UW/RRC After-Degree Program

Students who are interested in pursuing majors in Business Technology or Industrial Arts Technology may consider applying to one of our Joint Teacher Education Programs with Red River College. Students attend both institutions in each of the five years, and graduate with two degrees from UW and a diploma from RRC. Please contact Madison Tokar-Wolff, Academic Coordinator, Teacher Education at [mtokar-wolff@rrc.ca](mailto:mtokar-wolff@rrc.ca) or at 204-632-3765 for more information.

# Integrated BEd Transfer Program Introduction

It is assumed that all applicants have read and understood the information contained in this booklet prior to submitting an application for admission. This booklet is updated annually. The information in this booklet applies to the current year only. Students who apply in the future may be subject to different requirements and regulations. Students should be aware that they need a GPA in excess of 2.5 to be competitive in the application process..

The Integrated Bachelor of Education/Bachelor of Arts, Bachelor of Science, or Bachelor of Physical Health Education (Kinesiology) program consists of 150 credit hours, which are normally taken over 5 years. Upon completion of all required course work and student teaching experience, students are awarded two degrees. Students must complete their first degree before moving on to Certification Years 4 and 5 of the program.

Students who have completed transferable credits at another university/college, or within another faculty at the University of Winnipeg, are eligible to apply to the Integrated Program as transfer applicants. If admitted, eligible credits will be applied to the 150 credit hours necessary to complete two degrees. Students should be aware that not all completed courses are necessarily eligible for transfer. Typically, approximately 50 spaces are available each year for transfer applicants.

## Employment Prospects

Employment prospects for teachers in Manitoba are expected to be good. Currently, there is more competition for teaching positions in highly populated urban areas. Teachers are in greater demand in rural, northern, and Indigenous communities. Graduates of the Integrated program can anticipate good employment prospects; however, relocation may be required.

## Entry Year

Depending upon the number of eligible transfer credits, students will be admitted to Year 1 or to Year 2 of the 5 year Integrated Program. Students who have completed less than 18 credit hours by April, 2024 are generally admitted to Year 1. Students who have completed 18 credit hours or more by April, 2024 are generally admitted to Year 2.

Students who have completed more than 42 credit hours are advised to consider completing their undergraduate degree, and then applying to the two year After Degree Program. Required education courses and student teaching experiences are developmental in nature, and build on prerequisites. Because of this sequential structure, completion of all required education courses and student teaching will normally take a minimum of four calendar years, regardless of the number of credit hours previously completed. If for example, a student has previously

completed two years of course work toward a first degree, it would still take an additional four years to complete all of the Integrated Program requirements, for a total of six years. This is why students who have completed more than 42 credit hours toward a first degree should consider completing that degree, and then applying to the After Degree program. This route will normally take only five years to complete. However, students with more than 42 credit hours completed can apply to the Integrated Program as, on occasion, and dependant upon teaching areas, spaces may become available. Applications will be considered on an individual basis in relation to the needs of the program for that year.

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**Students who hold a degree are not eligible to apply to the Integrated program, and must apply to the After Degree program.**

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### **Selecting an Education Stream**

There are currently two streams available in the Integrated Program:

- Elementary Stream - which focuses on Kindergarten to Grade 8
- Senior Years Stream - which focuses on Grades 9 to 12

Choice of stream should be based on the age group you prefer to work with.

# Degree Requirements

## General Overview

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**Please note that the following is meant to provide information on the requirements. It is not expected that applicants have these requirements met prior to submitting an application.**

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Students in the Integrated Program must complete all requirements for a Bachelor of Arts (BA), a Bachelor of Science (BSc), or Bachelor of Physical and Health Education (BPHE) degree. The basic requirements for a BA, BSc, or BPHE are outlined below.

### Degree Major

Students must complete a minimum of 30 - 48 credit hours in a major leading to a BA, BSc, or BPHE degree. See the Course Calendar, "Degree and Major Requirements", for a list of majors leading to each degree. For a list of course requirements for a specific major, see the relevant department or program section in the Course Calendar.

### Academic Writing

Students must fulfill the University Writing requirement either by completing an appropriate Academic Writing course, or by exemption. See the Course Calendar, "Degree and Major Requirements", 2-a, for additional information and placement criteria.

### Humanities Requirement

Students must complete a minimum of 12 credit hours in Humanities courses. See the Course Calendar, "Degree and Major Requirements", 2-b, for a list of courses which fulfill the Humanities requirement.

### Science Requirement

Students must complete a minimum of 6 credit hours in Science courses. See the Course Calendar, "Degree and Major Requirements", 2-c, for a list of courses which fulfill the Science requirement. Note that Early, Early/Middle, and Middle Years students have specific science requirements.

# Teaching Area Requirements

Students in the Integrated program must complete course work in two teaching areas. These two areas are called the major teachable area and the minor teachable area. The major or minor teachable area may be fulfilled by the Arts or Science major. However, not all Arts or Science majors are considered to be teachable subjects. The following sections outline the specific teaching area requirements that must be fulfilled by students in each Education stream. **Please be aware that students in both streams must complete a minimum of 30 credit hours in a major to complete their first undergraduate degree.**

## Teaching Area Requirements for the Senior Years Stream

### Completion of a Major Teachable Area

Students must complete a major teachable area, consisting of a minimum of 30 credit hours in one of the following subjects — Biology, Chemistry, English, French, Geography, History, Kinesiology and Applied Health, Math, Physics, or Theatre (does not include Dance stream). If a student chooses degree major in one of these areas, then they will also fulfill the major teachable area. If a student chooses a degree major in a subject that is not listed here, they will still need to complete 30 credit hours in a teachable major in addition to their degree major.

### Completion of a Minor Teachable Area

Students must complete a minor teachable area, consisting of a minimum of 18 credit hours in one of the following subjects — Anthropology, Biology, Chemistry, Classics, Economics, English, French, Geography, History, Indigenous Studies\*, Kinesiology and Applied Health, Math, Philosophy, Physics, Politics, Psychology, Religious Studies, Sociology, or Theatre (does not include Dance stream).

\*must be IS courses.

### Examples

A student chooses Geography as his BA major, and must complete 30 credit hours of Geography for his BA. Geography is also considered to be a teachable major, so the student will fulfill both the Arts major and the teachable major through his 30 credit hours of Geography. The student must also choose a minor teaching area from the list above, and must complete 18 credit hours in that subject as well.

A student chooses Psychology as her BA major, and must complete 30 credit hours of Psychology courses for her BA. Psychology is not considered to be a teachable major, so the student must complete an additional 30 credit hours from one of the areas listed above. Psychology is considered to be a teachable minor, however, so the student can use 18 of her 30 credit hours of Psychology to fulfill a teachable minor.



## Teaching Area Requirements for the Elementary Stream

### Completion of a Major Teachable Area

Students must complete a major teachable area, consisting of 18 credit hours in one of the following subjects — Biology, Chemistry, English, French, Geography, German, History, Indigenous Studies\*, Kinesiology and Applied Health, Mathematics, Physics, Spanish, or Theatre (does not include Dance stream).

\*must be IS courses.

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**If a student chooses a degree major in one of these subjects, then they will also fulfill the major teachable area. If a student chooses an Arts or Science major in a subject that is not listed here, they will still need to complete 18 credit hours in a teachable major in addition to an Arts or Science major.**

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### Completion of a Minor Teachable Area

Students must complete a minor teachable area, consisting of 12 credit hours in one of the following subjects — Anthropology, Biology, Chemistry, Classics, Developmental Studies, Economics, English, French, Geography, German, History, Indigenous Studies\*, Kinesiology and Applied Health, Mathematics, Philosophy, Physics, Politics, Psychology, Sociology, Spanish, or Theatre.

\*must be IS courses.

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**Courses used to fulfill the degree major can also be used to fulfill the minor teachable area. However, the major and minor teachable areas must be chosen from two different subject areas.**

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### Distribution Requirement

Students in the elementary stream must complete a Distribution Requirement consisting of:

- 6 credit hours in English literature or French literature courses
- 6 credit hours in Social Studies (only History and Geography courses can be used)
- 6 credit hours in Science (only Biology, Chemistry, Physics, or Physical Geography courses can be used to fulfill the Science requirement)
- 6 credit hours in Math (only Math courses can be used to fulfill the Math requirement)

Students cannot use the same Geography course(s) to fulfill both the Social Studies and the Science requirements. Courses used toward the major and/or minor teaching areas can also be used to fulfill the Distribution Requirement.

**Examples**

A student chooses Geography as his Arts major, and must complete 30 credit hours of Geography for his BA. Geography is also considered to be a teachable major, so the student will fulfill both the Arts major and the 18 credit hour teachable major through the his 30 credit hours in Geography. The student must also choose a minor teaching area from the list above, and complete an additional 12 credit hours in that subject. Let's assume that he chooses English as his teachable minor. He will have fulfilled the Social Studies requirement through his Geography major, and his English requirement through his minor. He will still need to complete 6 credit hours of Science and 6 credit hours of Math to fulfill the Distribution requirement.

A student chooses Psychology as her Arts major, and must complete 30 credit hours of Psychology courses for her BA. Psychology is not considered to be a teachable major, so the student must complete an additional 18 credit hours from one of the areas listed above. Psychology is a teachable minor, however, so the student can use 12 of her 30 credit hours of Psychology to fulfill a teachable minor. Let's assume that she chooses Math as her 18 credit hour teachable major. She will have fulfilled the Math requirement for the Distribution. To complete the Distribution requirement, she would still need 6 credit hours in English or French Literature, 6 credit hours in History or Geography, and 6 credit hours in Science.

# Application - General Information

## Space Availability in the Program

There will be approximately 50 available spaces for students applying to transfer into the Integrated program.

## Professional Suitability

### Professional Conduct as a Student in the Faculty of Education

As future educators, Faculty of Education students are expected to model and encourage appropriate learning behaviours in themselves and their peers. Recognizing that they are part of a class and that their behaviour and attitude has an impact on the class, the goal of all students should be to create a positive environment where they learn from the instructor and each other. Faculty of Education students are expected to recognize the crucial role of the instructor in the learning process and to award their instructors the respect and authority which is inherent in the role.

The following are examples of non-professional conduct:

- Persistent failure to attend class
- Persistent disruptive behaviour in class such as:
  - talking in class during lectures or presentations
  - arriving late for class and/or leaving class early
  - use of cell phone in class
- Persistent lack of participation in class activities
- Persistent inability to function in a group setting
  - non-contribution to group activities
  - behaviour causing negative impact on group
- Persistent negative or disrespectful attitude
- Persistent disregard for the role and authority of the instructor

### Professional Conduct as a Future Educator

The Faculty of Education at the University of Winnipeg is committed to maintaining its students' freedom of thought, belief, opinion and expression. As a professional program we are committed to assisting students in becoming professionals. The Faculty of Education has the responsibility of fostering the academic freedom of students within the context of professional standards of conduct. The standards describe professional characteristics and behaviours students are expected to develop and demonstrate during practicum and course work.

In keeping with the Canadian Charter of Rights and Freedoms the student will respect the dignity and rights of all persons.

- The student acts in a responsible manner which includes begin punctual, dependable and trustworthy in class and during practicum.
- The student maintains positive interpersonal relationships with peers, faculty, school personnel and pupils by contributing, cooperating, participating and working with others in a professional manner.
- The student demonstrates a commitment to teaching by taking initiative, showing enthusiasm, and showing an interest in learning about teaching.
- The student directs any criticism of the professional activity of others to that person and only then, after informing them of the intent to do so, may direct in confidence the criticism to appropriate officials. It shall not be considered a breach of this clause to report reasonable grounds for suspecting child abuse to proper authorities according to legal requirements.
- The student respects the confidentiality of information about pupils. In keeping with the Canadian Charter of Rights and Freedoms the student will respect the dignity and rights of all persons.

# Application Procedures

## Application Deadline

The application deadline for September, 2024 is **May 1, 2024**. The University of Winnipeg uses an online application form, which can be accessed on the website at:

<http://www.uwinnipeg.ca/future-student/apply/index.html>

All supporting documents (e.g. transcripts, autobiography, letters of reference, etc.) must be submitted to the Admissions Office by uploading them using the application portal by the deadline date. Please do not submit applications or supporting documents to the Faculty of Education office.

**Admissions Office  
University of Winnipeg  
515 Portage Avenue  
Winnipeg, MB R3B 2E9  
Fax: 1.204.783.1175**

No extensions to the deadline will be considered. All documents must be submitted by the deadline date.

## Required Documents

- application for admission
- application fee (if applicable)
- two letters of reference, at least one of which must be from a colleague or supervisor in a job or volunteer experience
- official university transcripts (non UW students) — students who are still completing courses should submit an interim transcript by the deadline date, and another transcript once final grades have been approved
- complete autobiography
- proof of name change (if applicable)
- landed immigrant papers (if applicable)

## The Autobiography

The autobiography should be written in essay format, and be 4 - 6 pages long (double spaced, 12 point font). It should include the following information:

- Describe your volunteer and work experience, especially as it relates to teaching. State the length of time that you were involved with each activity, and whether it was a volunteer or paid position.
- Include information about any clubs or organizations that you belong to, as well as extra-curricular activities in which you participate.
- Describe any special abilities or skills that you have in the areas of music, art, handicrafts, sports, drama, etc.

- Describe your successes, failures, and interests in your academic career to date (including high school).
- Include a statement of your professional interests: how and why you became interested in teaching, and the age group with which you would like to work.

**Note:** The autobiography is used to evaluate experience, as well as to evaluate a student's written skills and ability to express concepts in a coherent manner. Based upon a student's autobiography, the Faculty reserves the right to request a personal interview to determine an applicant's suitability for the program. An applicant may be withdrawn from further consideration if this interview indicates that he or she would not likely meet the minimum standards of professional suitability outlined in this booklet.

### Chronological Summary Sheet

The autobiography should be accompanied by a one page chronology, indicating the start and end dates for the volunteer and work experiences that you have described. Please use the following format for the chronological summary sheet:

- Order your experiences beginning with the most recent
- Indicate the year and months that you participated in each activity
- Indicate whether the experience was full time or part time
- Indicate whether the experience was a paid or volunteer position.

### Letters of Reference

Letters should be addressed to the Education Selection Committee. The Faculty reserves the right to withdraw any applicant from further consideration if a reference letter indicates that the applicant would not likely meet the minimum standards of professional suitability. Candidates should not submit reference letters from immediate or extended family members (ie, parents, siblings, spouses, cousins, etc). We do not use a standard form for letters of reference. Referees can use their own discretion as to the content of the letter. Letters can be submitted by either the referee, or by the applicant. Please submit only two letters.

### Guidelines for Submitting Documents

All supporting documentation must be submitted by May 1. No extensions to the deadline will be considered.

- The autobiography should be on plain paper, and stapled in the top left corner. Please do not include binders, folders, or other covers. The autobiography is not intended to be a portfolio, so please do not include such items as photographs, certificates, newspaper clippings, etc.
- Extraneous items will be disregarded and discarded.

### Criminal Records Check

The Minister of Education and Training requires that all students in initial teacher training programs undergo a background check with respect to adult criminal convictions (as a result of violations of the Criminal Code, Narcotic Control Act, Food and Drugs Act) as a condition of and prior to admission and continued enrollment. The existence of such a record will not

automatically exclude the applicant, but applicants who are deemed to have adult criminal records which indicate that they may pose a threat to the safety and well-being of children and others in the schools will be denied admission.

The Faculty of Education requires all students who are offered admission to submit and be cleared on a formal Criminal Record Search Certificate (For Vulnerable Sector Search), and submit and be cleared on a formal Child Abuse Registry Check before admission can be finalized. The fee for each of these documents is the responsibility of the applicant. Students do not have to submit these documents with their application. Generally speaking, applicants have a month from the date of the Offer of Acceptance to submit the required documentation. For more information, please visit the following web sites:

**Child Abuse Registry:** [http://www.gov.mb.ca/fs/childfam/child\\_abuse\\_registry.html#9](http://www.gov.mb.ca/fs/childfam/child_abuse_registry.html#9)

**Criminal Record Check:** [https://www.edu.gov.mb.ca/k12/profcert/criminal\\_records.html](https://www.edu.gov.mb.ca/k12/profcert/criminal_records.html)

### **Out-of-Province Applicants**

There are limited spaces for out-of-province applicants. Generally speaking, out-of-province applicants are considered only when spaces cannot be filled with applicants from within Manitoba. Applicants must reside in Manitoba at the point of application to be considered a within province candidate.

### **Citizenship**

Applicants must be Canadian citizens or Landed Immigrants at the point of application to be considered for admission.

### **Prior Enrolment in a Bachelor of Education Program**

Applicants who are currently registered in a Faculty of Education at another institution, or who have been admitted to a Faculty of Education in the past (either at UW or elsewhere) will receive low priority for admission. These students should address this issue in the autobiography. They should include an explanation about why they withdrew from an Education program previously, or why they did not register after being accepted into an Education program. They should also provide information on how their circumstances have changed, and why we can expect them to register and complete a program now.

### **Visiting Students from Other Institutions**

The University of Winnipeg does not typically admit Visiting Students from other institutions to the Faculty of Education.

### **Expanded Admission Policies**

The University of Winnipeg has established a policy of expanded admission to help us recruit students who reflect the diversity of the population of Manitoba. Further information can be found at the end of this booklet.

# Applicant Assessment Process

## Pre-screening - Stage 1

All applicants are pre-screened for the following:

- A GPA of 2.5 or higher at point of application. Students should be aware that over half of successful applicants have GPA's well in excess of 2.5.
- Applicants have documented experience working with children of relevant age groups.

Applicants failing to meet one or more of the criteria listed above will not move on to Stage II of the assessment process.

## Assessment Process - Stage 2

All candidates meeting the pre-screening criteria listed above will be rated and scored on the following:

### Grade Point Average – Maximum = 40 points

- 4.50 - 4.26 = 40 points
- 4.25 - 4.00 = 35 points
- 3.99 - 3.50 = 30 points
- 3.49 - 3.26 = 25 points
- 3.25 - 3.00 = 20 points
- 2.99 - 2.76 = 15 points
- 2.75 - 2.50 = 10 points
- 2.49 - 2.00 = 5 points

### Experience And Abilities – Maximum = 40 points

Applicants' experience, as detailed in the autobiography, will be evaluated in three general areas – professional and work experience related to the teaching field, volunteer experience, and special skills and abilities. Factors such as extent of abilities, breadth of experience, and years of involvement will be considered. There will be a maximum number of points awarded under each of these three broad categories. Students who are offered admission typically score high in all three areas.

### Written Expression/Rationale for Teaching - Maximum = 10 points

Applicants' written expression as demonstrated in the autobiography will be assessed for English usage and style as well as their rationale for seeking entry to the teaching profession.



### **Professional Suitability**

The Faculty reserves the right to request a personal interview to determine a candidate's suitability for the program. An applicant may be withdrawn from further consideration on the basis of this interview, regardless of points allocated in the other areas.

### **Calculation of Grade Point Average**

The "grade point average" of each applicant will be calculated on courses completed by the end of the current regular session (i.e. April of that year). Generally speaking, the calculation is based on the accumulated weighted grade points to date divided by the number of credit hours attempted. For applicants who have completed course work at more than one institution, a weighted average may be used. Courses where grades are not assigned (e.g. "S" - Standing) are not calculated into the grade point average. If a course has been repeated only the higher grade will be calculated into the average.

No grade calculation is performed until final grades are received by the Admissions Office (for current University of Winnipeg students, final grades become available to the Admissions Office by the end of May - UW students are not required to submit a final transcript).

Applicants from another institution are required to submit an official transcript including final grades. In order to complete the assessment of your application - you are advised to submit a final grade transcript as soon as it becomes available.

### **Appeals Related to Final Grades**

Final grades that are outstanding by the deadline to apply to the Integrated B.Ed./B.A. or B.Sc. program will not be considered in the calculation of GPA. This includes grades that have not been finalized due to an ongoing appeal. Appeals against individual items of term work and appeals against final grades must be resolved, and an official grade recorded on the transcript, by the deadline to apply. Incomplete term work and deferred exams must be completed, and an official grade recorded on the transcript, by the deadline to apply. Appeals for retroactive withdrawals must be finalized prior to a student's application, otherwise the standing grade will be used in the calculation. The Faculty of Education cannot be responsible for delays in the appeals process. Any grade that is not final, for any reason, by the deadline to apply will not be included in the GPA.

# Acceptance to the Integrated Transfer Program

Applicants' scores in the 3 areas listed above (experience, academic, and written expression) are totalled and all candidates are rank-ordered by total score. A "first round" of admissions usually takes place in mid to late June. For applicants whose final grades were not yet available, and to fill in additional spaces, a "second round" of admissions may take place in early to mid July. A "third round" may occur at the end of July. Typically, a total of 50 spaces are available for transfer applicants.

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**Since offers of admission are mailed, it is imperative that applicants provide an address where mail can reach them during the months of June and July. Admission decisions will not be provided over the phone.**

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## Deferral of Admission

Admission to the program cannot be deferred. Applicants who have been admitted, but who are unable to attend, will be asked to reapply to the program in the future. Subsequent admission is not guaranteed.

## Deposit

Applicants who are offered admission and who wish to accept the offer will be required to pay a \$125.00 deposit to secure their space. This deposit will be applied to Fall Term fees for those applicants who register in the program. The deposit is non-refundable to if the applicant:

- does not register in the Faculty of Education (regardless of whether they register in another Faculty within the University)
- does not qualify for admission to the Faculty of Education (regardless of whether they qualify for admission to another Faculty within the University)
- cancels their registration
- has their registration cancelled due to non-attendance or non-payment of fees

## Registration and Advising

All students accepting an offer of admission to the Integrated BEd program should attend the Orientation Session. Any invitation to attend this session will be sent out via e-mail. This session will discuss course selection and registration procedures. Successful applicants are advised to register as early as possible after attending the advising session. Please feel free to make an appointment with your Academic Advisor for further degree planning assistance.

## Sequencing of Courses for Students Admitted to the Integrated Program

If admitted to the Integrated Program, transfer students take the compulsory education courses that form the core of the B.Ed. Program. These courses are not available to students who have not been admitted to the program. Compulsory education courses are listed below in the typical sequence in which they are taken. Due to the sequential nature of compulsory education courses, it will take a minimum of four years to complete all requirements. This is general information, and is subject to change.

### Transfer Applicants Admitted to Year 1

<b>Year 1:</b>	EDUC-1810(3) Educational Leadership Within a Service Learning Framework
<b>Year 2:</b>	EDUC-2511(3) Learning Theory EDUC-2512(1) Learning Theory Practicum EDUC-2410(3) School System Education Foundations requirement - One of: <ul style="list-style-type: none"> <li><input type="checkbox"/> CLAS-2050(3) Education in the Ancient World</li> <li><input type="checkbox"/> EDUC-3400(3) Educational Settings and the Sociology of Learning</li> <li><input type="checkbox"/> HIST-2514(3) History of Canadian Education</li> <li><input type="checkbox"/> HIST-25216(3) History of Education in the Residential Schools</li> <li><input type="checkbox"/> PHIL-2291(3) History of Educational Ideas</li> </ul>
<b>Year 3:</b>	EDUC-3810(6) Teaching /Learning and the K-8 Curriculum EDUC-3811(2) Teaching /Learning and the K-8 Curriculum Practicum EDUC-3510(3) Inclusive Approaches to Teaching Exceptional Students
<b>Year 4:</b>	Professional and Support courses, and practicum courses related to stream
<b>Year 5:</b>	Professional and Support courses, and practicum courses related to stream

### Transfer Applicants Admitted to Year 2

<b>Year 1:</b>	Transfer credits completed from another institution, or another program at the University of Winnipeg
<b>Year 2:</b>	EDUC-1810(3) Educational Leadership Within a Service Learning Framework EDUC-2511(3) Learning Theory EDUC-2512(1) Learning Theory Practicum EDUC-2410(3) School System Education Foundations requirement - One of: <ul style="list-style-type: none"> <li><input type="checkbox"/> CLAS-2050(3) Education in the Ancient World</li> <li><input type="checkbox"/> EDUC-3400(3) Educational Settings and the Sociology of Learning</li> <li><input type="checkbox"/> HIST-2514(3) History of Canadian Education</li> <li><input type="checkbox"/> HIST-25216(3) History of Education in the Residential Schools</li> <li><input type="checkbox"/> PHIL-2291(3) History of Educational Ideas</li> </ul>
<b>Year 3:</b>	EDUC-3810(6) Teaching /Learning and the K-8 Curriculum EDUC-3811(2) Teaching /Learning and the K-8 Curriculum Practicum EDUC-3510(3) Inclusive Approaches to Teaching Exceptional Students
<b>Year 4:</b>	Professional and Support courses, and practicum courses related to stream
<b>Year 5:</b>	Professional and Support courses, and practicum courses related to stream

### Part-time Studies

While it is possible to do a portion of the program on a part-time basis, please be aware of the following:

- a total of 10 full days (two half days or one full day per week in one term) of student teaching practicum is required for the compulsory course EDUC-2512(1) Learning Theory Practicum
- a total of 20 full days (two half days or one full day per week in each term) of student teaching practicum is required for the compulsory course EDUC-3811(2) Teaching and Learning and the K-8 Curriculum Practicum.
- Years 4 and 5 include two five-week practicum blocks in each year, and must be completed on a full time basis.

### Evaluation of Courses

Students often have questions about how the courses they have completed will apply toward the requirements which must be met in order to apply to the Education Program at the University of Winnipeg. Course evaluations are carried out by our Admissions Office. Assessing courses earned elsewhere can be a lengthy process, and often involves consultations with department chairs and other university personnel.

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**Each year, we receive a high volume of applications to the Education program, as well as numerous general enquiries about our requirements. In order to best use our resources, we will only undertake course evaluation for students who have made a formal application to the program.**

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# Expanded Admission Information Handout

University of Winnipeg affirms the values of equal opportunity, equity, and social justice. In keeping with these values, the Faculty of Education has established a policy of expanded admission to help us recruit a group of education students who generally reflect the diversity of the population of Manitoba. This policy is in addition to our Access Program at the Winnipeg Education Centre and the Community-Based Aboriginal Teacher Education Program.

Students who wish to be considered for Expanded Admission must indicate this on the Expanded Admission Student Application Form included with their application and provide supporting documentation. Applicants must be residents of Manitoba. Applications are reviewed on an individual basis and interviews may be required. Applicants are ranked among themselves and not against the general applicant pool.

Expanded Admission applicants applying to the first year of the Integrated Program must meet minimum admission requirements. Expanded Admission applicants applying as Transfer or After-Degree candidates must meet minimum admission requirements and have a minimum cumulative GPA of 2.0. Students on Probation or Not Allowed to Continue status are not eligible to apply.

Students admitted under the policy of Expanded Admission will be required to meet the same standards for progression and graduation as other students.

**Note:** Not all spaces may be filled.

## Category 1: Indigenous Peoples in Canada

An applicant may apply for Expanded Admission if the applicant self-identifies as an Indigenous person in Canada with First Nations, Inuit or Métis heritage, and is recognized by an Indigenous community in Canada. Applicants should provide a form of documentation suitable to affirm recognition as being an Indigenous person in Canada belonging to a particular Indigenous community. An interview and additional information may be required to confirm or clarify the choice of documentation, and additional documentation may be required.

Candidates applying to the After-Degree Program: Maximum 3 spaces

## Category 2: Persons of Racialized Communities

An applicant may apply for Expanded Admission if the applicant is considered to be a person belonging to a Racialized Community or Communities that have been historically disadvantaged or excluded in Canadian society due to systemic racism. While Indigenous peoples in Canada are subject to similar exclusions, we recognize the preeminence of Indigenous peoples as members of distinct societies in Canada and offer a separate category of Expanded Admission. Persons of Racialized Communities are generally understood to be People of Colour, who are systemically affected by lack of opportunity and access in Canadian society due to perceptions of ethnicity and/or skin colour.

Candidates applying to the After-Degree Program: Maximum 3 spaces

## Category 3: Special Consideration

An applicant may apply for Expanded Admission if their educational performance has been hindered by circumstances such as:

- barriers resulting from personal experiences related to ethnic identity
- first language other than English
- interruption of education by war or refugee experience
- a permanent disability which has been formally diagnosed and supported with medical documentation
- a previous attempt at university which is not representative of student's ability.

applicants applying for special consideration under the points outlined above must include a 1 -2 page written statement with their application describing the factors that have prevented them from achieving a competitive G.P.A. in high school and/or university and include supporting documentation (if applicable). For Transfer and After-Degree applicants this statement would accompany the mandatory autobiography that all applicants must submit.

- a GPA below 2.5 but with documented, successful classroom experience.

### **Applicants in this category must:**

- have at least 24 months of recent (within the past 5 years), **full-time** experience working in a classroom, daycare (does not include home daycare) or before & after school program
- have 24 months of experience completed by December 31 of the year prior to their application to the Faculty of Education
- provide documentation of 24 months of full-time employment
- include a supporting letter of reference from their supervising teacher or principal. This would be in addition to the 2 letters normally required of After-Degree and Transfer applicants.

Candidates applying to the After-Degree Program: Maximum 3 spaces

An Expanded Admission Student Application Form will be included in the application package that is sent to all prospective applicants.