

# FACULTY OF EDUCATION (EDUC)

Updated April 1, 2019

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## DEGREES/PROGRAMS OFFERED

**Integrated BEd/BA/BPHE or BSc Program**

**2-year After-Degree BEd Program**

**Integrated BEd/BA/BPHE or BSc Joint UW/RRC Business Teacher Education Program**

**Integrated BEd/BA/BPHE or BSc Joint UW/RRC Industrial Arts/Technology Teacher Education Program**

**Integrated BEd/BA/BPHE or BSc Joint UW/RRC Aboriginal Language Teacher Education Program**

**Joint UW/RRC Vocational Teacher Education Program**

**Post-Baccalaureate Diploma in Education**

## INTRODUCTION

The study of Education at the University of Winnipeg blends theoretical knowledge with classroom practice in order to prepare students for a professional teaching career. Students in the Education program take courses from a variety of disciplines such as history, philosophy, biology, sociology and psychology alongside courses that focus on curriculum and pedagogy.

The Education program at the University of Winnipeg is unique for several reasons. First, in addition to the preparation of pre-service teachers leading to provincial certification, the program provides an additional focus on urban inner-city education. Second, early in the program students are provided with the opportunity of working with teachers and children in classrooms. This enables students to begin the transition from university student to professional educator early in their university career. Finally, the program provides considerable opportunities for interested students to participate in community outreach projects and on-going faculty research.

## BEd PROGRAMS

### I. The Integrated BEd/BA/BPHE or BSc Program

This program requires students to complete a minimum of 150 credit hours. The Integrated BEd/BA/BPHE or BSc option makes it possible for students to work towards two degrees at the same time and it allows students who have made an early commitment to teaching to begin their studies within the first two years of their university career.

Normally, students enter the 5-year Integrated Program in the first year of university studies. Provision is made, however, for students who have already completed work towards another Bachelor's degree to transfer into the program.

In the 5-year Integrated Program students choose one of two streams:

**ELEMENTARY** prepares teachers for grades K-8

**SENIOR YEARS** prepares teachers for grades 9-12

Students must choose a major teachable area from the following:

Biology, Chemistry, English, French, Geography, German (Elementary stream only), History, Kinesiology and Applied Health, Mathematics, Physics, and Theatre and Drama.

Students must also complete a minor teachable area from:

Anthropology, Biology, Chemistry, Classics, Dance, Developmental Studies (Elementary stream only), Economics, English, French, Geography, German (Early, Early/Middle and Middle Years streams only), History, Kinesiology and Applied Health (Physical Education), Mathematics, Philosophy, Physics, Politics, Psychology, Sociology, Theatre.

### II. The Two-Year After-Degree BEd Program

This two-year (60 credit hour) program is intended for students who already hold an undergraduate degree, which includes sufficient course work in two teachable areas. After-Degree students choose from the Elementary or Senior Years streams. Those interested in teaching at the Senior Years level must have a major teachable area consisting of 30 credit hours, and a minor teachable area consisting of 18 credit hours. Students interested in the Elementary stream must have a major teachable area consisting of 18 credit hours, and a minor teachable area consisting of 12 credit hours. In addition, they must have completed a Distribution Requirement consisting of 6 credit hours in English literature or French literature courses (courses in Rhetoric, Writing, and Communications cannot be used toward the English requirement); 6 credits hours in Math (only Math courses can be used to meet the Math requirement Statistics courses or research methods cannot be used), 6 credit hours in Science (only Biology, Chemistry, Physics, and Physical Geography courses can be used); 6 credit hours in Social Studies (only History and Geography courses can be used). Courses used toward the major and/or minor teachable areas can also be used to fulfill the Distribution Requirement. If students do not have 60 credit hours in their first degree which can be applied toward the BEd program, they must complete these requirements prior to applying to the program.

### III. The Joint University of Winnipeg / Red River College Bachelor of Education Programs

The University of Winnipeg in conjunction with Red River College offers a five-year Integrated 150 credit hour BEd/BA/BPHE or BSc degree. Upon completion of the program, graduates will have a major in Business, Industrial Arts/Technology or Aboriginal Language education and a second academic major in a teachable subject area. Students in this program do courses on site at the University of Winnipeg and Red River College in all years of the program.

#### **IV. The Joint University of Winnipeg / Red River College 2-Year or 3-Year After-Degree Program in Business Teacher Education, or the 3-Year After-Degree Program in Industrial Arts/Technology or the 2-Year or 3-Year After-Degree Program in Aboriginal Language**

These programs are intended for students who already hold an undergraduate degree.

**Business Teacher Education (2-Year or 3-Year After-Degree Programs):** Students who have completed a first undergraduate degree with a significant concentration in business courses may be eligible for transfer credits at RRC. These students may be eligible to apply for a 2-year After-Degree program. Students whose first degree does not include a concentration in business courses would normally be eligible for a 3-year After-Degree program. Generally, students admitted to the 2-year After-Degree program will complete 30 credit hours of course work at RRC, and 30 credit hours of course work at UW. Generally, students admitted to the 3-year After-Degree program will complete 60 credit hours of course work at RRC, and 30 credit hours of course work at UW. Students may also be required to complete course work in a teachable minor in addition to the requirements for the BEd degree.

**Industrial Arts/Technology Teacher Education (3-Year After-Degree Program):** Students who have completed an undergraduate degree may be eligible to apply for a 3-year After-Degree program. Generally, students will complete 60 credit hours of course work at RRC, and 30 credit hours of course work at UW. Students may also be required to complete course work in a teachable minor in addition to the requirements for the BEd degree.

**Aboriginal Language Teacher Education (2-Year or 3-Year After-Degree Programs):** Students who have completed a first undergraduate degree with a significant concentration in Aboriginal language courses may be eligible for transfer credits at RRC. These students may be eligible to apply for a 2-year After-Degree program. Students whose first degree does not include a concentration in Aboriginal language courses would normally be eligible for a 3-year After-Degree program. Generally, students admitted to the 2-year After-Degree program will complete 30 credit hours of course work at RRC, and 30 credit hours of course work at UW. Generally, students admitted to the 3-year After-Degree program will complete 60 credit hours of course work at RRC, and 30 credit hours of course work at UW. In addition to the requirements for the BEd degree, students may be required to complete course work in a teachable minor and may be required to complete additional practicum to meet the number of weeks required by Manitoba Education and Training.

#### **V. The Certified Teacher BEd Program**

Certified teachers who have completed a minimum of one year of professional training and wish to upgrade their qualifications are eligible for this program. Students normally receive 30 credit hours in transfer credit for the year of teacher training and will be required to complete additional coursework (minimum 30 credit hours) to fulfill the requirements of the BEd/BA/BPHE or BEd/BSc.

#### **VI. The Joint University of Winnipeg / Red River College Vocational Teacher Education Program**

Graduates of the Red River College Vocational Education program who hold a limited teaching certificate may receive up to 90 credit hours towards the 150 credit hour BEd degree requirements.

#### **VII. Winnipeg Education Centre Program (WEC)**

The University of Winnipeg offers a 5-year Integrated BEd/BA program for residents of the inner city who are 21 years of age or older by the start of the September session, who are representative of the inner city population, and who are in need of academic, personal, and financial supports in order to pursue a university degree. Coursework is delivered on site at the University of Winnipeg. For further information contact the Winnipeg Education Centre, 2E00 - 511 Ellice Avenue, Winnipeg, MB, R3B 2E9, (204) 789-1418.

#### **VIII. Community-Based Aboriginal Teacher Education Program (CATEP)**

In partnership with Seven Oaks and Winnipeg School Divisions, The University of Winnipeg offers a specialized BA/BED degree program for aboriginal people who are working as teacher aides. Students must be employed by Seven Oaks or Winnipeg School Divisions and attend university part-time from September - April and full-time for May, June, and July. Due to the part-time nature of this program students will take 6.5 - 7 years to complete the 150 credit hours that comprise the degree. Applicants must first apply and be accepted by their school division for admission to this program.

#### **IX. Post-Baccalaureate Diploma in Education (PBDE)**

The PBDE is a 30 credit hour diploma program developed for in-service teachers. We currently offer both a General Stream, and a School Counselling Stream. Students in the General Stream can, depending upon their interests, needs, and/or areas of expertise, design their own, highly personalized program of studies. Students who hold a Bachelor's degree in an area other than Education, plus a full two years of related work experience, may be admitted to the General Stream. Students who complete the School Counselling Stream, and who have accumulated a minimum of two years successful teaching experience while holding a valid Manitoba Permanent Professional teaching certificate, will be eligible for a School Counsellor Certificate from Manitoba Education. Students must hold a Bachelor of Education degree in order to apply to the School Counselling stream.

Earning a PBDE has many benefits. Most notably, it allows educators an opportunity to grow personally and professionally by targeting and building their skills in specific areas. Concomitantly, it opens up possibilities for lifelong learning and personal/career enhancement for individuals who do not have the time, inclination, or background to enrol in a formal graduate program. There are other advantages as well:

- Manitoba Education, Citizenship and Youth recognizes the PBDE for salary classification purposes.

- In appropriate circumstances, Manitoba Education, Citizenship and Youth may also count some PBDE courses toward their School Clinician, Special Education, and Level 1 or 2 School Leader Certificates.
- As a recognized Diploma, the PBDE is conferred at Convocation, and often helpful for career development and advancement.

**NOTE:** For more information on our various programs visit our website: [www.uwinnipeg.ca/academic/as/education](http://www.uwinnipeg.ca/academic/as/education)

## EXPANDED ADMISSION INFORMATION

The 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: Aboriginal Peoples in Canada

An applicant may apply for Expanded Admission if the applicant is considered to be an Aboriginal person. An Aboriginal person is someone who identifies as a member/citizen of an Aboriginal Nation, Tribe, Band, Settlement, community or government and has been accepted as a member/citizen of that Nation, Tribe, Band, Settlement, community or government.

Applicants must provide proof of Aboriginal identity and acceptance at the time of application. One of the following will be accepted as proof for application purposes:

- a copy of a Status or Treaty card;
- a copy of a Métis membership card;
- a copy of a Nunavut Trust Certificate card, roll number or any other proof accepted by Inuit communities;
- proof that an ancestor's name has been entered
  - in the Indian Register according to the Indian Act, or
  - on the band list of an individual band, or
  - on the Inuit roll;
- evidence of an ancestor who received a land grant or a scrip grant under the Manitoba Act or the Dominion Lands Act;
- written confirmation of Aboriginal ancestry from the Department of Indian Affairs;
- written confirmation of membership by a band council which has enacted its own band membership code;
- a Statutory Declaration by an applicant attesting to Aboriginal ancestry, supplemented by letters or documentation supporting the Declaration
  - from an official of a recognized native organization, or
  - from a relative in an Aboriginal community, or
  - from the applicant describing involvement with Aboriginal issues.
- Written confirmation of membership/citizenship with an Aboriginal government that has assumed control of its own membership/citizenship jurisdiction under a self-government agreement or Treaty, or by an Aboriginal government that has assumed control under its inherent governance authority as an exercise in self-determination.

Candidates applying to the Integrated Program: Maximum 5 spaces

Candidates applying to transfer into the Program: Maximum 2 spaces

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

Candidates applying to the Business Education Program: Maximum 1 space

Candidates applying to the Industrial Education Program: Maximum 1 space

**Note:** If the applicant is under 18 they may provide a copy of their parents' card as proof of Aboriginal Status.

### Category 2: Visible Persons

An applicant may apply for Expanded Admission if the applicant is considered to be a visible person. Visible persons are generally defined as individuals, other than Aboriginal peoples, who because of ethnicity or colour are visible in Canada.

Candidates applying to the Integrated Program: Maximum 5 spaces

Candidates applying to transfer into the Program: Maximum 2 spaces

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

Candidates applying to the Business Education Program: Maximum 1 space

Candidates applying to the Industrial Education Program : Maximum 1 space

### Category 3: Special Consideration

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

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

Applicants applying for special consideration under points a – e 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.

- f) 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 is in addition to the 2 letters normally required of After Degree and Transfer applicants.

Candidates applying to the Integrated Program: Maximum 5 spaces

Candidates applying to transfer into the Program: Maximum 2 spaces

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

Candidates applying to the Business Education Program: Maximum 1 space

Candidates applying to the Industrial Education Program: Maximum 1 space

### **Adult Criminal Records and Child Abuse Registry Checks**

The following policy applies to all applicants to the Faculty of Education including those applying to the Joint UW/RRC programs and ACCESS programs.

1. The Faculty of Education requires that all applicants must 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.
  - a) The fee for each of these documents is the responsibility of the applicant.
2. Criminal Record Search Certificate (For Vulnerable Sector Search) and Child Abuse Registry Check Application forms will be distributed at the mandatory orientation sessions for new Education students which take place in May and June. At these sessions, students will be provided with directions and deadlines.
  - a) It can take up to 6 weeks to obtain the Criminal Record Search Certificate (for Vulnerable Sector search) and Child Abuse Registry Check. Students are encouraged to apply for these documents at the earliest possible date.
  - b) The Criminal Record Search Certificate (for Vulnerable Sector search) and Child Abuse Registry Check must be dated within the last 3 months to be valid.
  - c) Originals of the Criminal Record Search Certificate (for Vulnerable Sector search) and Child Abuse Registry Check must be presented to the Faculty of Education, Main Office. (Note: Joint UW/RRC College Students should submit these documents to Red River College.)
  - d) An exact duplicate will be taken and stamped by the Faculty of Education representative. Originals will then be returned to the student. Students will receive a receipt acknowledging that the original documents have been seen and copied by a University representative. Those needing to mail the documents must submit the originals.
  - e) The Criminal Record Search Certificate (for Vulnerable Sector search) and Child Abuse Registry Check will be kept strictly confidential and held separate from the student's main university file.
3. In the process of getting a Criminal Record Search Certificate, some applicants may be informed that they require a Fingerprint Search. The Student Teaching Office must be notified of this immediately. A fingerprint search can take a few months and the applicant must get special authorization from the Faculty to remain in the program while the Fingerprint Search is conducted.
4. Applicants will automatically have their acceptance withdrawn and be removed from all courses if:
  - a) they fail to submit a Criminal Record Search Certificate and/or Child Abuse Registry Check by the designated deadlines.
  - b) they require a fingerprint search and have not informed the Student Teaching Office of this by August 15 (at the latest).
  - c) they appear on the Child Abuse Registry.
5. The existence of a criminal record will not automatically exclude applicants, but, applicants to and graduates of Bachelor of Education programs who have adult criminal convictions which indicate they may pose a threat to the safety and well-being of children and others in the schools will be denied admission and/or teacher certification.
  - a) Applicants who have a criminal record may be asked to present an official fingerprint search/disposition prior to admission to the program.
  - b) Decisions with regard to criminal records will be made by the Legal Records Check Committee.

- c) Applicants will be informed of the Committee's decision in writing. Applicants who are not admitted will have their Offer of Acceptance withdrawn and be removed from all courses.
6. Applicants are not required to disclose records under The Youth Criminal Justice Act. However, if the Faculty of Education becomes aware of a youth record which raises questions relating to the safety and well-being of children and others in the schools, this may be considered relevant for admission, continued enrollment, and/or certification purposes.
  7. Once admitted, the Criminal Record Search and Child Abuse Registry Check are valid for the duration of study in the Faculty of Education as long as there is no change in status. Some practicum or service learning sites may require subsequent criminal record and/or child abuse registry checks.
    - a) Students are obligated to report a change in the status of their criminal record and/or Child Abuse Registry standing to the Chair, Legal Records Check Committee, Faculty of Education. Red River College students must inform the Chair of Teacher Education at Red River College.
    - b) Students who appear on the Child Abuse Registry will be immediately withdrawn from the Faculty and any ongoing Education courses.
    - c) Students reporting a change in the status of their criminal record will have their case evaluated by the Legal Records Check Committee. They will be informed of the Committee's decision in writing. Students who are not allowed to continue in the Faculty of Education will be immediately withdrawn from the Faculty and any ongoing Education courses.
    - d) The Faculty of Education has the right to remove a student from practicum while their case is being reviewed by the Legal Records Check Committee.
    - e) Failure to disclose a criminal record or listing on the Child Abuse Registry will result in immediate expulsion from the Faculty of Education.
  8. The Faculty of Education cannot be held responsible for future changes in legislation which may affect eligibility for teacher certification.

## REQUIREMENTS FOR THE INTEGRATED BEd/BA/BPHE OR BSc DEGREE

The Education requirements outlined in this Calendar apply to students admitted to the Integrated or Transfer Programs in 2016/17 onwards or first year of the After-Degree Program in 2019/20. Students admitted to the Integrated or Transfer programs prior to 2016 or the After-Degree Program prior to 2019 should consult the Calendar appropriate to their period of study.

### ADMISSION REQUIREMENTS

- Space in the Integrated BEd/BA/BPHE or BSc Degree program is limited, and not all eligible applicants may be admitted.
- Students must meet regular or mature admission requirements.
- Students currently registered in a BA, BPHE or BSc program may apply to the Integrated program with advanced standing.
- The Education Selection Committee will select students on the basis of their academic qualifications and their admissibility to the program.
- Some applicants may be admitted under the category of Expanded Admission.
- Students **accepted** to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.
- Students are admitted to the program for studies commencing in the Fall term.

### GRADUATION REQUIREMENTS

150 credit hours which meet all degree requirements as outlined for the Integrated BEd/BA, BPHE or BSc  
 Minimum 90 credit hours meeting the BA or BSc requirements.  
 Minimum 60 credit hours meeting the BEd requirements.

### RESIDENCE REQUIREMENTS

Minimum 84 credit hours: BA, PHBE or BSc: minimum 30 credit hours.  
 BEd: minimum 54 credit hours, which must include all practicum and curriculum, instruction and assessment courses.  
 Teachable major: minimum 18 credit hours.

### GENERAL DEGREE REQUIREMENTS

Humanities: 12 credit hours in Humanities  
 Science: 6 credit hours in Science  
 Writing: Minimum 3 credit hours of Academic Writing.  
 Indigenous: 3 credit hours in designated Indigenous requirement courses. This requirement is met by the compulsory course EDUC-4410 Introduction to Aboriginal Education.  
 Maximum Introductory Courses: Students may use a maximum of 42 credit hours at the 1000 level. Of these, a maximum of 6 credit hours may be below the 1000 level. As a result, students must take a minimum of 108 credit hours at the 2000-level or above in order to not exceed the

Distribution: maximum number of introductory courses.  
Minimum three (3) credit hours from each of five (5) different subjects.

## MAJOR/ MINOR REQUIREMENTS

### ARTS, KINESIOLOGY OR SCIENCE MAJOR REQUIREMENT

Minimum 30 credit hours in a major leading to a BA, BPHE or BSc Degree (see section VII, 3)

### EDUCATION MAJOR REQUIREMENT

#### Elementary (K-8) Streams

18 credit hours in a major teachable area (see the tables at the end of the Education section for teachable majors/minors). These 18 credit hours may be fulfilled by courses used to meet the Arts, Kinesiology or Science major. However, some Arts or Science majors are not considered teachable areas. Additionally, some Education majors may require more than 18 credit hours.

#### Senior Years (9-12) Stream

30 credit hours in a major teachable area (see the tables at the end of the Education section for teachable majors/minors).

**Note:** In some cases, the major teachable area can be fulfilled by the Arts, Kinesiology or Science major. However, some Arts or Science majors are not considered teachable areas.

### EDUCATION MINOR REQUIREMENT

#### Elementary (K-8) Stream

12 credit hours in a minor teachable area (see the tables at the end of the Education section for teachable majors/minors). These 12 credit hours may be fulfilled by courses used to meet the Arts, Kinesiology or Science major. However, some Arts or Science majors are not considered teachable areas. Students with a teachable minor in Kinesiology must complete 18 credit hours.

#### Senior Years (9-12) Stream

18 credit hours in a minor teachable area (see the tables at the end of the Education section for teachable majors/minors). These 18 credit hours may be fulfilled by courses used to meet the Arts, Kinesiology or Science major. However, some Arts or Science majors are not considered teachable areas. Students with a minor in Kinesiology must complete 18 credit hours.

**Note: All Streams** The major and minor must be selected from 2 different teaching areas.

### Distribution Requirement

Students in the Elementary (K-8) stream must complete a Distribution requirement consisting of:

- 6 credit hours in English literature or French literature courses (Academic Writing courses cannot be used toward the English requirement)
- 6 credit hours in Mathematics (Only Math courses can be used; Statistics or research methods cannot be used.)
- 6 credit hours in a physical or biological science (Biology, Chemistry, Physics or Physical Geography courses can be used toward the Science requirement.)
- 6 credit hours in Social Studies (only History and Geography courses can be used to fulfill the Social Studies requirement)
- Courses used toward the major and/or minor teachable areas can also be used to fulfill the Distribution Requirement. However, students cannot use the same Geography courses to fulfill both the Science and Social Studies requirement.

### REQUIRED COURSES

#### (Integrated BEd/BA/BPHE or BSc Degree)

#### Elementary Stream

- EDUC-1810(3) Educational Leadership Within a Service Learning Framework\* (Note: Students in the WEC & CATEP Access Programs only will complete EDUC-1801 or 1802 Education Today\*.)
- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC-2511(3) Learning Theory\* and EDUC-2512(1) Learning Theory Practicum\* (or EDUC-2514(1))
- 3 credit hours to fulfill the Education Foundations Requirement chosen from:
  - CLAS-2050(3) Education in the Ancient World
  - EDUC-3400(3) Educational Settings and the Sociology of Learning
  - HIST-2514(3) History of Canadian Education
  - HIST-2516(3) History of Education: Residential Schools
  - PHIL-2291(3) History of Educational Ideas (Philosophy course)
  - UIC-2515 (3) History of Education in Winnipeg's Inner City
- EDUC 3510 (3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-3810(6) Teaching/Learning and the K-8 Curriculum\* and EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum\* (or EDUC-3814(2))
- EDUC-4405(3) Contemporary Issues in Inner-City Education
- EDUC-4410(3) Introduction to Aboriginal Education
- EDUC-4701(3) Classroom Management
- 3 Credit hours of Inclusive Education II Courses
- EDUC-4710(3) Elementary (K-8) Curriculum, Instruction and Assessment: English Language Arts - 1\*
- EDUC-4711(3) Elementary (K-8) Curriculum, Instruction and Assessment: English Language Arts - 2\*
- EDUC-4712(3) Elementary (K-8) Curriculum, Instruction and Assessment: Mathematics - Foundational\*
- EDUC-4713(3) Elementary (K-8) Curriculum, Instruction and Assessment: Mathematics - Advanced\*
- EDUC-4714(3) Elementary (K-8) Curriculum, Instruction and Assessment: Science - Foundational\*
- EDUC-4715(3) Elementary (K-8) Curriculum, Instruction and Assessment: Science - Advanced\*
- EDUC-4716(3) Elementary (K-8) Curriculum, Instruction and Assessment: Social Studies - Foundational\*
- EDUC-4717(3) Elementary (K-8) Curriculum, Instruction and Assessment: Social Studies - Advanced\*
- EDUC-4718(3) Elementary (K-8) Curriculum, Instruction and Assessment: Integrating Expressive Arts\*

- EDUC-4720(3) Elementary (K-8) Advanced Curricular Inquiry (Humanities)\* or EDUC-4721(3) Elementary (K-8) Advanced Curricular Inquiry (Mathematics-Science)\*
  - 3 credit hour Education Assigned course or EDUC-4719(3) Elementary (K-8) Curriculum, Instruction and Assessment: Physical Education-Health Education\* (mandatory for those with teachable area in Kinesiology)
  - EDUC-4770(3) Practicum Block I - Elementary\*
  - EDUC-4771(3) Practicum Block II - Elementary\*
  - EDUC-4772(3) Practicum Block III - Elementary\*
  - EDUC-4773(3) Practicum Block IV - Elementary\*
- \* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

## REQUIRED COURSES

### (Integrated BEd/BA/BPHE or BSc Degree)

#### Senior Years Stream

- EDUC-1810(3) Educational Leadership within a Service Learning Framework\*
- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC-2511(3) Learning Theory\* and EDUC-2512(1) Learning Theory Practicum\*
- 3 credit hours to fulfill the Education Foundations Requirement chosen from:
  - CLAS-2050(3) Education in the Ancient World
  - EDUC-3400(3) Educational Settings and the Sociology of Learning
  - HIST-2514(3) History of Canadian Education
  - HIST-2516(3) History of Education: Residential Schools
  - PHIL-2291(3) History of Educational Ideas (Philosophy course)
  - UIC-2515 (3) History of Education in Winnipeg's Inner City
- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-3810(6) Teaching/Learning and the K-8 Curriculum\* and EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum\*
- EDUC-4401(3) Just and Effective Schooling
- EDUC-4405(3) Contemporary Issues in Inner-City Education
- EDUC-4410(3) Introduction to Aboriginal Education
- EDUC-4604(3) Classroom-Based Assessment
- EDUC-4701(3) Classroom Management
- 3 Credit hours of Inclusive Education II Courses
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment II: Various (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment II: Various (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Advanced Curricular Inquiry (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Advanced Curricular Inquiry (based on teachable minor)\*
- EDUC-4774(3) Practicum Block I - Senior Years\*
- EDUC-4775(3) Practicum Block II - Senior Years\*
- EDUC-4776(3) Practicum Block III - Senior Years\*
- EDUC-4777(3) Practicum Block IV - Senior Years\*
- EDUC-4870(3) Senior Years (9-12) Curriculum, Instruction and Assessment: Literacy Across the Curriculum\* (or assigned Education course for those with English as a major or minor)

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

## GRADE POINT REQUIREMENTS

- Students must obtain a 2.0 GPA (C) on 91 credit hours to be admitted to the certification portion of the degree.
- Students must obtain a 2.0 GPA (C) in the courses utilized toward the major.
- Students must obtain a 2.0 GPA (C) on 150 credit hours and meet all BEd requirements to qualify for the degrees.
- A student whose GPA falls below the minimum performance level and/or is on probation will be withdrawn from the program. For the "Minimum Grade Points Required to Continue" see Academic Regulations and Policies.

**NOTE:** Also see "Performance in Courses EDUC-2511(3), EDUC-2512(1), EDUC-2513(3) (Red River College), EDUC 2514(1) (WEC), EDUC-3810(6) and EDUC-3811(2) and EDUC-3814(2) (WEC)" in the Faculty of Education General Information section for more information.

## REQUIREMENTS FOR BA, BPHE or BSc GRADUATES TO OBTAIN THE BEd (AFTER-DEGREE BEd PROGRAM)

### ADMISSION REQUIREMENTS

- Space in the After-Degree BEd Program is limited, and not all eligible applicants may be admitted.

- Applicants must have completed a first undergraduate degree (minimum 90 credit hours), with appropriate course work completed in a major teachable area and a minor teachable area. As well, applicants to the Elementary stream must have completed the Distribution Requirement as outlined below.
- Students accepted to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.
- Students are admitted to the program for studies commencing in the Fall term.
- Some applicants may be admitted under the category of Expanded Admission.

**GRADUATION REQUIREMENTS** Minimum 150 credit hours total for graduation with the second degree.  
60 credit hours which meet all BEd requirements.

**RESIDENCE REQUIREMENT**  
Degree: Minimum 48 credit hours, including all practicum, curriculum, instruction and assessment courses.

### EDUCATION MAJOR REQUIREMENT

#### Elementary Stream

18 credit hours in a major teachable area (see the tables at the end of the Education section for teachable majors/minors). These 18 credit hours may be fulfilled by courses used to meet the Arts, Kinesiology or Science major. However, some Arts or Science majors are not considered teachable areas. Additionally, some Education majors may require more than 18 credit hours.

#### Senior Years (9-12) Stream

30 credit hours in a major teachable area (see the tables at the end of the Education section for teachable majors/minors).

**Note:** In some cases, the major teachable area can be fulfilled by the Arts, Kinesiology or Science major. However, some Arts or Science majors are not considered teachable areas.

### EDUCATION MINOR REQUIREMENT

#### Elementary Stream

12 credit hours in a minor teachable area (see the tables at the end of the Education section for teachable majors/minors). These 12 credit hours may be fulfilled by courses used to meet the Arts, Kinesiology or Science major. However, some Arts or Science majors are not considered teachable areas. Students with a teachable minor in Kinesiology must complete 18 credit hours.

#### Senior Years (9-12) Stream

18 credit hours in a minor teachable area (see the tables at the end of the Education section for teachable majors/minors). These 18 credit hours may be fulfilled by courses used to meet the Arts, Kinesiology or Science major. However, some Arts or Science majors are not considered teachable areas.

**Note: All Streams** The major and minor must be selected from 2 different teaching areas.

### Distribution Requirement

Students in the Elementary streams must complete a Distribution requirement consisting of:

- 6 credit hours in English literature or French literature courses (Academic Writing courses cannot be used toward the English requirement)
- 6 credit hours in Mathematics (Only Math courses can be used; Statistics or research methods cannot be used.)
- 6 credit hours in a physical or biological science (Biology, Chemistry, Physics or Physical Geography courses can be used toward the Science requirement.)
- 6 credit hours in Social Studies (only History and Geography courses can be used to fulfill the Social Studies requirement)
- Courses used toward the major and/or minor teachable areas can also be used to fulfill the Distribution Requirement. However, students cannot use the same Geography courses to fulfill both the Science and Social Studies requirement.

### REQUIRED COURSES

#### (After-Degree)

#### Elementary Stream

- EDUC-2411(3) The School System: Structure and Dynamics for After-Degree Students
- EDUC 3511(3) Inclusive Approaches to Teaching Exceptional Students I for After-Degree Students
- EDUC-4002(6) Foundations of Teaching and Learning\*or EDUC-4003(3) Pedagogy & Professional Practice and EDUC-2511(3) Learning Theory
- EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
- EDUC-4410(3) Introduction to Aboriginal Education (fulfills Indigenous Course Requirement)
- EDUC-4710(3) Elementary (K-8) Curriculum, Instruction and Assessment: English Language Arts - 1\*
- EDUC-4711(3) Elementary (K-8) Curriculum, Instruction and Assessment: English Language Arts - 2\*
- EDUC-4712(3) Elementary (K-8) Curriculum, Instruction and Assessment: Mathematics - Foundational\*
- EDUC-4713(3) Elementary (K-8) Curriculum, Instruction and Assessment: Mathematics - Advanced\*
- EDUC-4714(3) Elementary (K-8) Curriculum, Instruction and Assessment: Science - Foundational\*
- EDUC-4715(3) Elementary (K-8) Curriculum, Instruction and Assessment: Science - Advanced\*
- EDUC-4716(3) Elementary (K-8) Curriculum, Instruction and Assessment: Social Studies - Foundational\*
- EDUC-4717(3) Elementary (K-8) Curriculum, Instruction and Assessment: Social Studies - Advanced\*
- EDUC-4718(3) Elementary (K-8) Curriculum, Instruction and Assessment: Integrating Expressive Arts\*
- EDUC-4720(3) Elementary (K-8) Advanced Curricular Inquiry (Hum)\* or EDUC-4721(3) Elementary (K-8) Advanced Curricular Inquiry (Mathematics-Science)\* or EDUC-4719(3) Elementary (K-8) Curriculum, Instruction and Assessment: Physical Education-Health Education\* (mandatory for those with teachable area in Kinesiology)
- EDUC-4770(3) Practicum Block I - Elementary\*
- EDUC-4771(3) Practicum Block II - Elementary\*
- EDUC-4772(3) Practicum Block III - Elementary\*
- EDUC-4773(3) Practicum Block IV - Elementary\*



\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education Program residency requirements.

## REQUIRED COURSES

### (After-Degree)

#### Senior Years (9-12) Stream

- EDUC 3511(3) Inclusive Approaches to Teaching Exceptional Students I for After-Degree Students
- EDUC-4002(6) Foundations of Teaching and Learning
- EDUC-4401(3) Just and Effective Schooling
- EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
- EDUC-4410(3) Introduction to Aboriginal Education (fulfills Indigenous Course Requirement)
- EDUC-4701(3) Classroom Management
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment II: Various (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment II: Various (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Advanced Curricular Inquiry (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Advanced Curricular Inquiry (based on teachable minor)\*
- EDUC-4774(3) Practicum Block I - Senior Years\*
- EDUC-4775(3) Practicum Block II - Senior Years\*
- EDUC-4776(3) Practicum Block III - Senior Years\*
- EDUC-4777(3) Practicum Block IV - Senior Years\*
- EDUC-4870(3) Senior Years Curriculum, Instruction and Assessment: Literacy Across the Curriculum\* (or assigned Education course for those with English as a major or minor)

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

### GRADE POINT REQUIREMENTS:

- Students must obtain a minimum 2.0 GPA (C) over the 60 credit hours used toward the BEd degree.

**NOTE:** Also see "Rules and Regulations Governing the After-Degree Program" in the Faculty of Education General Information section for more information.

## REQUIREMENTS FOR THE INTEGRATED BEd/BA/BPHE OR BSc JOINT UW/RRC BUSINESS TEACHER EDUCATION or INDUSTRIAL ARTS/TECHNOLOGY TEACHER EDUCATION PROGRAMS

### ADMISSION REQUIREMENTS

- Students must be admitted by both institutions. As admission to Red River College is contingent upon acceptance by the University of Winnipeg, students must submit their application to the University of Winnipeg.
- Students must meet Regular or Mature status admission requirements.
- Students currently registered in a BA, BPHE or BSc program, or students who have completed a first undergraduate degree, may apply to the Joint UW/RRC program.
- The Joint UW/RRC Education Selection Committee will select students on the basis of their academic qualifications and admissibility to the program.
- Students accepted to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.
- Students are admitted to the program for studies commencing in the Fall Term.

**NOTE:** Students are advised that courses taken at Red River College will not normally be credited toward other degree programs. For example, students who withdraw from the Joint UW/RRC teacher education program and wish to pursue only a BA, BPHE or BSc degree will lose a significant number of credit hours.

### GRADUATION REQUIREMENTS

150 credit hours which meet all degree requirements as outlined for the Integrated BEd/BA/BPHE or BSc Joint UW/RRC Business Teacher Education or Industrial Arts/Technology Teacher Education Program.

### RESIDENCE REQUIREMENTS

Minimum 84 credit hours in coursework taken at UW and RRC; minimum 48 credit hours at UW.

BA, BPHE or BSc: minimum 30 credit hours. BEd: minimum 54 credit hours in course work taken at UW and RRC; minimum 18 credit hours at UW which must include all practicum and, curriculum, instruction, and assessment courses.  
Teachable major: minimum 18 credit hours.

### GENERAL DEGREE REQUIREMENTS

Major:	Minimum 30 credit hours in a teachable subject.
Humanities:	12 credit hours in Humanities
Science:	6 credit hours in Science
Writing:	Minimum 3 credit hours of Academic Writing.

Indigenous:	3 credit hours in designated Indigenous requirement courses. This requirement is met by the compulsory course EDUC 4410 Introduction to Aboriginal Education.
Maximum Introductory Courses:	Students may use a maximum of 42 credit hours at the 1000 level. Of these, a maximum of credit hours may be below the 1000 level. As a result, students must take a minimum of 108 credit hours at the 2000-level or above in order to not exceed the maximum number of introductory courses.
Distribution:	Minimum three (3) credit hours from each of five (5) different subjects.

## REQUIRED COURSES

**(Integrated BEd/BA/BPHE or BSc Degree)**

**Joint UW/RRC Business Teacher Education Stream**

**Red River College courses:**

- ACCT-1975 Fundamentals of Accounting
- ACCT-2245 Intermediate Accounting
- BUSA-1305 Business Organization and the Consumer
- COMM-1067 Information and Communication Tech
- COMP-1993 Keyboarding & Print Communications I
- COMP-1994 Software Applications
- COMP-1995 Computerized Accounting
- COMP-1996 Multimedia & Digital Applications
- EDUC-1003 Animation and Digital Applications
- EDUC-1074 Commercial Law
- EDUC-1075 Business Education Methods and Practicum I
- EDUC-1076 Seminar and School Experience
- EDUC-1077 Testing and Evaluation
- EDUC-1078 Course Development
- EDUC-1079 Issues in Business Education
- EDUC-1080 Topics in Business Education
- EDUC-2001 Information Communication Technology Methods and Practicum 1
- EDUC-2002 Information Communication Technology Methods and Practicum 2
- EDUC-2003 Business Education Methods and Practicum 2
- MRKT-1751 Marketing
- MRKT-2090 Retail Management
- PRAC-3327 Business Student Teaching

**University of Winnipeg courses:**

- EDUC-2513(3) Learning Theory\*
- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-4401(3) Just and Effective Schooling
- EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
- EDUC-4410(3) Introduction to Aboriginal Education (fulfills Indigenous Course Requirement)
- EDUC-4701(3) Classroom Management
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable major)\*
- EDUC-4778(3) Practicum Block - Red River College\*
- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum\*
- One of:
  - CLAS-2050(3) Education in the Ancient World
  - EDUC-2410(3) The School System: Structure and Dynamics
  - EDUC-3400(3) Educational Settings and the Sociology of Learning
  - HIST-2514(3) History of Canadian Education
  - HIST-2516(3) History of Education: Residential Schools
  - PHIL-2291(3) History of Educational Ideas (Philosophy course)
  - UIC-2515 (3) History of Education in Winnipeg's Inner City

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

## REQUIRED COURSES

**(Integrated BEd/BA, BPHE or BSc)**

**Joint UW/RRC Industrial Arts/Technology Teacher Education Program Red River College courses:**

- EDUC-1076 Seminar and School Experience
- EDUC-1077 Testing and Evaluation
- EDUC-1078 Course Development
- EDUC-1081 Manufacturing Technology-Introduction
- EDUC-1083 Construction Technology-Introduction 1
- EDUC-1084 Power and Energy Technology-Introduction 1
- EDUC-1085 Industrial Arts Education Methods and Practicum 1
- EDUC-1086 Organizing Technology Education Facilities
- EDUC-1088 Issues in Industrial Arts/Technology Education
- EDUC-1089 Topics in Industrial Arts/Technology Education

- EDUC-1116 Graphic Communications Tech 1
- EDUC-2070 Construction Technology -Intermediate
- EDUC-2071 Power and Energy Technology-Intermediate
- EDUC-2089 Manufacturing Technology-Intermediate
- EDUC-2090 Industrial Arts Education Methods and Practicum 2
- EDUC-2091 Teaching Industrial Arts/Technology Education
- EDUC-2095 Graphic Communications Tech 2
- EDUC-3225 Manufacturing Technology-Advanced
- EDUC-3226 Construction Technology-Advanced
- EDUC-3227 Power and Energy Technology-Advanced
- EDUC-3229 Graphic Communications Technology-Advanced
- PRAC-3008 Industrial Arts Student Teaching

#### University of Winnipeg courses:

- EDUC-2513(3) Learning Theory\*
- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-4401(3) Just and Effective Schooling
- EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
- EDUC-4410(3) Introduction to Aboriginal Education (fulfills Indigenous Course Requirement)
- EDUC-4701(3) Classroom Management
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable major)\*
- EDUC-4778(3) Practicum Block - RRC\*
- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum\*

One of::

- CLAS-2050(3) Education in the Ancient World
- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC-3400(3) Educational Settings and the Sociology of Learning
- HIST-2514(3) History of Canadian Education
- HIST-2516(3) History of Education: Residential Schools
- PHIL-2291(3) History of Educational Ideas (Philosophy course)
- UIC-2515 (3) History of Education in Winnipeg's Inner City
- 6 credit hours in Senior Years Curriculum, Instruction & Assessment: Major\*

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

#### GRADE POINT REQUIREMENTS

- Students must obtain a 2.0 GPA (C) on 150 credit hours and meet all degree and diploma requirements.
- Students must obtain a 2.0 GPA (C) in the courses utilized toward the major.
- A student whose GPA falls below the minimum performance level and/or is on probation will be withdrawn from the program. For the "Minimum Grade Points Required to Continue" see Academic Regulations and Policies.

**NOTE:** Also see "Performance in Courses EDUC-2511(3), EDUC-2512(1), EDUC-2513(3) (Red River College), EDUC-2514(1) (WEC), EDUC-3810(6), EDUC-3811(2) and EDUC-3814(2) (WEC)" in the Faculty of Education General Information section for more information.

### **REQUIREMENTS FOR BA, BPHE OR BSc GRADUATES TO OBTAIN THE JOINT UW/RRC BEd IN BUSINESS TEACHER EDUCATION OR INDUSTRIAL ARTS/TECHNOLOGY TEACHER EDUCATION (AFTER-DEGREE PROGRAMS)**

#### ADMISSION REQUIREMENTS

- Space in the Joint UW/RRC After-Degree BEd programs is limited, and not all eligible applicants may be admitted.
- Students must meet Regular admission requirements.
- The Joint UW/RRC Education Selection Committee will select students on the basis of their academic qualifications and admissibility to the program.
- Students must be admitted by both institutions. As admission to Red River College is contingent upon acceptance by the University of Winnipeg, students must submit their application to the University of Winnipeg.
- Applicants must have completed a first undergraduate degree (minimum 90 credit hours).
- Depending on the content of the first degree, advance credit may be granted for Red River courses. If admitted to the 2-Year After Degree program, students must complete an additional 60 credit hours. If admitted to the 3-Year After Degree program, students must complete an additional 90 credit hours. Advance standing in Red River courses will be evaluated by the Chair of Teacher Education, Red River College.
- Students accepted to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.

**NOTE:** Students are advised that courses taken at Red River College will not normally be credited toward other degree programs. For example, students who withdraw from the Joint UW/RRC teacher education program and wish to pursue only a BA, BPHE or BSc degree will lose a significant number of credit hours.

**GRADUATION REQUIREMENTS**

Minimum 150 credit hours total for graduation (2-Year After-Degree program in Business Teacher Education); minimum 180 credit hours total for graduation (3-Year After-Degree program in Business Teacher Education or 3-Year After-Degree program in Industrial Arts/Technology Teacher Education).  
 Minimum 60 credit hours which meet all BEd requirements.  
 Students must obtain a minimum 2.0 GPA (C) over the 60 credit hours used toward the BEd Degree.

**RESIDENCE REQUIREMENTS**

Minimum 48 credit hours in course work completed at UW and RRC; minimum 15 credit hours taken at UW, which must include all practicum and curriculum, instruction and assessment courses.

**REQUIRED COURSES****(After-Degree Program)****Joint UW/RRC Business Teacher Education**

**NOTE:** Students must have completed 18 credit hours of appropriate courses in a teachable minor, prior to enrolling in the related Senior Years Curriculum, Instruction and Assessment course and associated practicum. Completion of a teachable minor may require courses beyond the first degree.

**Red River College courses:**

- ACCT-1975 Fundamentals of Accounting
- ACCT-2245 Intermediate Accounting
- BUSA-1305 Business Organization and the Consumer
- COMP-1993 Keyboarding & Print Communications
- COMP-1994 Software Applications
- COMP-1995 Computerized Accounting
- COMP-1996 Multimedia & Digital Applications
- EDUC-1074 Commercial Law
- EDUC-1075 Business Education Methods and Practicum I
- EDUC-1076 Seminar and School Experience
- EDUC-1077 Testing and Evaluation
- EDUC-1078 Course Development
- EDUC-2001 Information Communication Technology Methods and Practicum 1
- EDUC-2002 Information Communication Technology Methods and Practicum 2
- EDUC-2003 Business Education Methods and Practicum 2
- MRKT-1751 Marketing
- MRKT-2090 Retail Management
- PRAC-3327 Business Student Teaching

Two of the following three courses:

- COMM-1067 Information and Communication Tech
- EDUC-1080 Topics in Business Education
- EDUC-1003 Animation and Digital Applications

**University of Winnipeg courses:**

- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-4401(3) Just and Effective Schooling
- EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
- EDUC-4410(3) Introduction to Aboriginal Education (fulfills Indigenous Course Requirement)
- EDUC-4701(3) Classroom Management- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable minor)\*
- EDUC-4778(3) Practicum Block - Red River College\*
- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum\*

One of:

- CLAS-2050(3) Education in the Ancient World
- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC-3400(3) Educational Settings and the Sociology of Learning
- HIST-2514(3) History of Canadian Education
- HIST-2516(3) History of Education: Residential Schools
- PHIL-2291(3) History of Educational Ideas (Philosophy course)
- UIC-2515 (3) History of Education in Winnipeg's Inner City

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education Program residency requirements.

**REQUIRED COURSES****(After-Degree Program)****Joint UW/RRC Industrial Arts/Technology Teacher Education**

**NOTE:** Students must have completed 18 credit hours of appropriate courses in a teachable minor, prior to enrolling in the related Senior Years Curriculum, Instruction and Assessment course and associated practicum. Completion of a teachable minor may require courses beyond the first degree.

**Red River College courses:**

- EDUC-1076 Seminar and School Experience

- EDUC-1077 Testing and Evaluation
- EDUC-1078 Course Development
- EDUC-1081 Manufacturing Technology-Introduction
- EDUC-1083 Construction Technology-Introduction 1
- EDUC-1084 Power and Energy Technology-Introduction 1
- EDUC-1085 Industrial Arts Education Methods and Practicum 1
- EDUC-1086 Organizing Technology Education Facilities
- EDUC-1116 Graphic Communications Tech 1
- EDUC-2070 Construction Technology -Intermediate
- EDUC-2071 Power and Energy Technology-Intermediate
- EDUC-2089 Manufacturing Technology-Intermediate
- EDUC-2090 Industrial Arts Education Methods and Practicum 2
- EDUC-2091 Teaching Industrial Arts/Technology Education
- EDUC-2095 Graphic Communications Tech 2
- EDUC-3225 Manufacturing Technology-Advanced
- EDUC-3226 Construction Technology-Advanced
- EDUC-3227 Power and Energy Technology-Advanced
- EDUC-3229 Graphic Communications Technology-Advanced
- PRAC-3008 Industrial Arts Student Teaching

#### University of Winnipeg courses:

- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
  - EDUC-4401(3) Just and Effective Schooling
  - EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
  - EDUC-4410(3) Introduction to Aboriginal Education (fulfills Indigenous Course Requirement)
  - EDUC-4701(3) Classroom Management
  - EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable minor)\*
  - EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable minor)\*
  - EDUC-4778(3) Practicum Block - Red River College\*
  - EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum\*
- One Of:

- CLAS-2050(3) Education in the Ancient World
- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC-3400(3) Educational Settings and the Sociology of Learning
- HIST-2514(3) History of Canadian Education
- HIST-2516(3) History of Education: Residential Schools
- PHIL-2291(3) History of Educational Ideas (Philosophy course)
- UIC-2515 (3) History of Education in Winnipeg's Inner City

\*Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

#### GRADE POINT REQUIREMENTS

- Students must obtain a minimum 2.0 GPA (C) over the 60 credit hours used toward the BEd degree.

**NOTE:** Also see "Rules and Regulations Governing the After-Degree Program" in the Faculty of Education General Information section for more information.

## REQUIREMENTS FOR THE JOINT UW/RRC VOCATIONAL TEACHER EDUCATION PROGRAM

#### ADMISSION REQUIREMENTS

- Students must have completed the RRC Vocational Teacher Education Diploma before being admitted to the UW BEd Program.
- Students must meet regular or mature admission requirements.
- Students **accepted** to the program will be required to submit a Criminal Record Check including a Vulnerable Sector Screening, and a Child Abuse Registry Check before admission can be finalized.

**NOTE:** Students are advised that courses taken at Red River College will not normally be credited toward other degree programs. For example, students who withdraw from the Joint UW/RRC teacher education program and wish to pursue only a BA, BPHE or BSc degree will lose a significant number of credit hours.

#### GRADUATION REQUIREMENTS

Minimum 150 credit hours in RRC transfer credits and UW credits which meet all degree requirements as outlined for the 5-year Bachelor of Education Degree. Students may receive up to 90 credit hours of RRC credits, and will normally be required to complete 60 credit hours at UW.

#### RESIDENCE REQUIREMENTS

Minimum 30 credit hours

#### GENERAL DEGREE REQUIREMENTS

Teachable Minor:

Minimum 18 credit hours

Professional/Support Courses:

Minimum 30 credit hours, which may include some required courses.

General Electives:

To bring total UW credits to 60 credit hours.

## REQUIRED COURSES

### Joint UW/RRC Vocational Teacher Education Program

- Practicum Block: EDUC-4884(3) Practicum Block-Red River College
- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-4401(3) Just and Effective Schooling
- EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
- EDUC-4410(3) Introduction to Aboriginal Education (fulfills Indigenous Course Requirement)
- Option A or Option B:

**Option A** (6 ch): EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable minor)\* and EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable minor)\* or,

**Option B** (6 ch): EDUC-4890(3) Senior Years Curriculum, Instruction and Assessment: General Methods\* and 3 ch Education elective

Note: Students are advised that if they choose to register for the Senior Years Curriculum, Instruction & Assessment courses related to their minor, they will have to be available to take classes during the day, in the regular Fall/Winter academic year.

- EDUC-4778(3) Practicum Block - Red River College\*
- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum\*
- One of:

- CLAS-2050(3) Education in the Ancient World
- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC-3400(3) Educational Settings and the Sociology of Learning
- HIST-2514(3) History of Canadian Education
- HIST-2516(3) History of Education: Residential Schools
- PHIL-2291(3) History of Educational Ideas (Philosophy course)
- UIC-2515(3) History of Education in Winnipeg's Inner City

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

## GRADE POINT REQUIREMENTS

- Students must obtain a 2.0 GPA (C) on 60 credit hours taken at UW to complete degree requirements.
- A student whose GPA falls below the minimum performance level and/or is on probation will be withdrawn from the program. For the "Minimum Grade Points Required to Continue" see Academic Regulations and Policies.

## REQUIREMENTS FOR THE INTEGRATED BEd/BA, BPHE OR BSc JOINT UW/RRC ABORIGINAL LANGUAGE TEACHER EDUCATION PROGRAM

### ADMISSION REQUIREMENT

- Students must have completed the Aboriginal Language Specialist Diploma at Red River College prior to beginning studies at the University of Winnipeg.
- Students applying to the Joint Aboriginal Language Teacher Education Program at UW must apply by May 1 each year. They are not required to submit an autobiography or have an interview.
- Students must meet Regular status admission requirements.
- Aboriginal Language Specialist students are required to submit a Criminal Record and Child Abuse Registry check as part of their admission to Red River College. Students who continue on to the U of W, Faculty of Ed, will only be required to submit copies of the documents they provided to RRC. They will not be required to produce new Criminal Record or Child Abuse Registry checks. If, however, there has been a change in the status of these checks, students will be required to produce new ones.
- Students are admitted to the program for studies commencing in the Fall Term.
- Students have a choice of the Elementary (K-8) Stream or the Senior Years (9-12) Stream. Due to the sequencing of courses it will likely take a minimum of four (4) years of studies to complete all requirements.
- Students who apply to the Elementary (K-8) Stream will be admitted to the Winnipeg Education Centre (WEC) division of the Faculty of Education. They will be pursuing an Elementary (K-8) stream with teachable areas of History and English.
- Students who apply to the Senior Years (9-12) Stream will be admitted to the regular Integrated B.Ed. Program.
- Students typically receive the equivalent of 4 weeks of practicum for the RRC portion and require an additional 20 weeks of practicum from UW to meet the requirement of 24 weeks of student teaching.
- Students seeking the Elementary (K-8) Stream receive block credit of 60 ch for the RRC portion of their program and need to complete a minimum of 111 ch to meet the requirements for a BEd degree.
- Students seeking the Secondary (9-12) Stream receive block credit of 60 ch for the RRC portion of their program and need to complete a minimum of 102 ch to meet the requirements for a BEd degree. Students may require more than 102 ch depending upon choice of teachable areas.

### GRADUATION REQUIREMENTS

Minimum 150 credit hours which meet all degree requirements as outlined for the Integrated BEd/BA/BPHE or BSc Joint UW/RRC Aboriginal Language Teacher Education Program.

### RESIDENCE REQUIREMENTS

Minimum 84 credit hours in coursework taken at UW and RRC; minimum 48 credit hours at UW.  
BA/BPHE/BSc: minimum 30 credit hours.

BEd: minimum 54 credit hours in coursework taken at UW and RRC; minimum 18 credit hours at UW which must include all practicum and, curriculum, instruction, and assessment courses.

Teachable major: minimum 18 credit hours.

## GENERAL DEGREE REQUIREMENTS

Major:	Minimum 30 credit hours in a teachable subject.
Humanities:	12 credit hours in Humanities
Science:	6 credit hours in Science
Writing:	Minimum 3 credit hours of Academic Writing.
Indigenous:	3 credit hours in designated Indigenous requirement courses. This requirement is met by coursework completed in the Red River College portion of the program.
Maximum Introductory Courses:	Students may use a maximum of 42 credit hours at the 1000 level. Of these, a maximum of 6 credit hours may be below the 1000 level. As a result, students must take a minimum of 108 credit hours at the 2000 -level or above in order to not exceed the maximum number of introductory courses.
Distribution:	Minimum three (3) credit hours from each of five (5) different subjects.

## REQUIRED COURSES

### (Integrated Bed/BA/BPHE or BSc Degree)

#### Joint UW/RRC Aboriginal Language Stream Red River College courses:

-Completion of the Aboriginal Language Specialist Diploma at Red River College.

#### University of Winnipeg courses if completing Elementary (K-8) Stream (63 ch):

- EDUC-2511(3) Learning Theory\* and EDUC-2514(1) Learning Theory Practicum (WEC)\*
  - EDUC-2410(3) The School System: Structure and Dynamics
  - 3 credit hours to fulfill the Education Foundations Requirement chosen from:
    - CLAS-2050(3) Education in the Ancient World
    - EDUC-3400(3) Educational Settings and the Sociology of Learning
    - HIST-2514(3) History of Canadian Education
    - HIST-2516(3) History of Education: Residential Schools
    - PHIL-2291(3) History of Educational Ideas (Philosophy course)
    - UIC-2515 (3) History of Education in Winnipeg's Inner City
  - EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
  - EDUC-3810(6) Teaching/Learning and the K-8 Curriculum\* and EDUC-3814(2) Teaching/Learning and the K-8 Curriculum Practicum (WEC)\*
  - EDUC-4405(3) Contemporary Issues in Inner-City Education
  - EDUC-4701(3) Classroom Management
  - 3 Credit hours of Inclusive Education II Courses
  - EDUC-4710(3) Elementary (K-8) Curriculum, Instruction and Assessment: English Language Arts - 1\*
  - EDUC-4711(3) Elementary (K-8) Curriculum, Instruction and Assessment: English Language Arts - 2\*
  - EDUC-4712(3) Elementary (K-8) Curriculum, Instruction and Assessment: Mathematics - Foundational\*
  - EDUC-4713(3) Elementary (K-8) Curriculum, Instruction and Assessment: Mathematics - Advanced\*
  - EDUC-4714(3) Elementary (K-8) Curriculum, Instruction and Assessment: Science - Foundational\*
  - EDUC-4715(3) Elementary (K-8) Curriculum, Instruction and Assessment: Science - Advanced\*
  - EDUC-4716(3) Elementary (K-8) Curriculum, Instruction and Assessment: Social Studies - Foundational\*
  - EDUC-4717(3) Elementary (K-8) Curriculum, Instruction and Assessment: Social Studies - Advanced\*
  - EDUC-4718(3) Elementary (K-8) Curriculum, Instruction and Assessment: Integrating Expressive Arts\*
  - EDUC-4720(3) Elementary (K-8) Advanced Curricular Inquiry (Humanities)\* or EDUC-4721(3) Elementary (K-8) Advanced Curricular Inquiry (Mathematics-Science)\*
  - 3 credit hour Education Assigned course
  - EDUC-4770(3) Practicum Block I - Elementary\*
  - EDUC-4771(3) Practicum Block II - Elementary\*
  - EDUC-4772(3) Practicum Block III - Elementary\*
  - EDUC-4773(3) Practicum Block IV - Elementary\*
- \* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

#### University of Winnipeg courses if completing Secondary (9-12) Stream (60 ch):

- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC-2511(3) Learning Theory\* and EDUC-2512(1) Learning Theory Practicum\*
- 3 credit hours to fulfill the Education Foundations Requirement chosen from:
  - CLAS-2050(3) Education in the Ancient World
  - EDUC-3400(3) Educational Settings and the Sociology of Learning
  - HIST-2514(3) History of Canadian Education
  - HIST-2516(3) History of Education: Residential Schools
  - PHIL-2291(3) History of Educational Ideas (Philosophy course)
  - UIC-2515 (3) History of Education in Winnipeg's Inner City
- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-3810(6) Teaching/Learning and the K-8 Curriculum\* and EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum\*
- EDUC-4401(3) Just and Effective Schooling
- EDUC-4405(3) Contemporary Issues in Inner-City Education

- EDUC-4604(3) Classroom-Based Assessment
- EDUC-4701(3) Classroom Management
- 3 Credit hours of Inclusive Education II Courses
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment II: Various (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment II: Various (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Advanced Curricular Inquiry (based on teachable major)\*
- EDUC-xxxx (3) Senior Years (9-12) Advanced Curricular Inquiry (based on teachable minor)\*
- EDUC-4774(3) Practicum Block I - Senior Years\*
- EDUC-4775(3) Practicum Block II - Senior Years\*
- EDUC-4776(3) Practicum Block III - Senior Years\*
- EDUC-4777(3) Practicum Block IV - Senior Years\*
- EDUC-4870(3) Senior Years Curriculum, Instruction and Assessment: Literacy Across the Curriculum\*

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

**NOTE:** Requirements are subject to change.

#### **GRADE POINT REQUIREMENTS**

- Students must obtain a 2.0 GPA (C) on 150 credit hours and meet all degree and diploma requirements.
- Students must obtain a 2.0 GPA (C) in the courses utilized toward the major.
- A student whose GPA falls below the minimum performance level and/or is on probation will be withdrawn from the program. For the "Minimum Grade Points Required to Continue" see Academic Regulations and Policies.

**NOTE:** Also see "Performance in Courses EDUC-2511(3), EDUC-2512(1), EDUC-2513(3) (RRC), EDUC-2514(1) (WEC), EDUC-3810(6), EDUC-3811(2) and EDUC-3814(2) (WEC)" in the Faculty of Education General Information section for more information.

### **REQUIREMENTS FOR BA, BPHE OR BSc GRADUATES TO OBTAIN THE JOINT UW/RRC BED IN ABORIGINAL LANGUAGE TEACHER EDUCATION (AFTER-DEGREE BED PROGRAM)**

#### **ADMISSION REQUIREMENTS**

- Applicants must have completed a first undergraduate degree (minimum 90 credit hours).
- Students must also have completed the Aboriginal Language Specialist Diploma at Red River College prior to beginning studies at the University of Winnipeg.
- Students applying to the Joint Aboriginal Language Teacher Education Program at UW must apply by May 1 each year. They are not required to submit an autobiography, or have an interview.
- Students must meet Regular status admission requirements.
- Aboriginal Language Specialist students are required to submit a Criminal Record and Child Abuse Registry check as part of their admission to RRC. Students who continue on to the U of W, Faculty of Ed, will only be required to submit copies of the documents they provided to RRC. They will not be required to produce new Criminal Record or Child Abuse Registry checks. If, however, there has been a change in the status of these checks, students will be required to produce new ones.
- Students are admitted to the program for studies commencing in the Fall Term.
- Students have a choice of the Elementary (K-8) Stream or the Senior Years (9-12) Stream. After Degree students will be admitted to the regular After Degree B.Ed. Program.
- Students typically receive the equivalent of 4 weeks of practicum for the RRC portion and require an additional 20 weeks of practicum from UW to meet the requirement of 24 weeks of student teaching.
- After Degree students require a second teachable area (minor) in addition to their major teachable of Aboriginal Languages. If the minor was not completed as part of the first degree students will require at least an extra year of study to complete the requirements of the minor.

#### **GRADUATION REQUIREMENTS**

Minimum 150 credit hours total for graduation with the second degree.  
60 credit hours which meet all BEd requirements.

#### **RESIDENCE REQUIREMENT**

Degree: Minimum 48 credit hours, including all practicum, curriculum, instruction and assessment courses.

#### **REQUIRED COURSES**

(After Degree Program)

**Joint UW/RRC Aboriginal Language Stream**

#### **Red River College courses:**

- L96-A002 Aboriginal Writing 1



- L96-A005 Introduction to Linguistics
- L96-A008 Seminar on Traditional Teachings
- L96-A012 Introduction to Translation
- L96-A201 Aboriginal Writing 2
- L96-A204 Algonquian Linguistics 2
- L96-A207 Seminar on Traditional Teachings 2
- L96-A213 Translation 2
- L96-A207a Seminar on Traditional Teachings 3
- L96-A213a Translation 3
- L96-A201a Aboriginal Writing 3
- L96-A204a Algonquian Linguistics 3
- B22-E203 Course Development
- L96-A3XX Curriculum, Instruction & Assessment: Aboriginal Language Education 1
- B22-E204 Educational Testing and Evaluation
- L96-A3YY Curriculum, Instruction & Assessment: Aboriginal Language Education 2
- B22-T110 Seminar & School Experience
- L96-A013 Aboriginal Language Education: Methods and Practicum I
- L96-A212 Aboriginal Language Education: Methods and Practicum II
- B22-T212 Student Teaching - Major

**University of Winnipeg courses if completing Elementary (K-8) Stream (57 ch):**

- EDUC-2410(3) The School System: Structure and Dynamics
- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-4002(6) Foundations of Teaching and Learning\* or EDUC-4003(3) Pedagogy & Professional Practice and EDUC-2511(3) Learning Theory
- EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
- EDUC-4710(3) Elementary (K-8) Curriculum, Instruction and Assessment: English Language Arts - 1\*
- EDUC-4711(3) Elementary (K-8) Curriculum, Instruction and Assessment: English Language Arts - 2\*
- EDUC-4712(3) Elementary (K-8) Curriculum, Instruction and Assessment: Mathematics - Foundational\*
- EDUC-4713(3) Elementary (K-8) Curriculum, Instruction and Assessment: Mathematics - Advanced\*
- EDUC-4714(3) Elementary (K-8) Curriculum, Instruction and Assessment: Science - Foundational\*
- EDUC-4715(3) Elementary (K-8) Curriculum, Instruction and Assessment: Science - Advanced\*
- EDUC-4716(3) Elementary (K-8) Curriculum, Instruction and Assessment: Social Studies - Foundational\*
- EDUC-4717(3) Elementary (K-8) Curriculum, Instruction and Assessment: Social Studies - Advanced\*
- EDUC-4718(3) Elementary (K-8) Curriculum, Instruction and Assessment: Integrating Expressive Arts\*
- EDUC-4720(3) Elementary (K-8) Advanced Curricular Inquiry (Humanities)\* or EDUC-4721(3) Elementary (K-8) Advanced Curricular Inquiry (Mathematics-Science)\*
- EDUC-4770(3) Practicum Block I - Elementary\*
- EDUC-4771(3) Practicum Block II - Elementary\*
- EDUC-4772(3) Practicum Block III - Elementary\*
- EDUC-4773(3) Practicum Block IV - Elementary\*

\*

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

**University of Winnipeg courses if completing Senior Years (9-12) Stream (51 ch):**

- EDUC 3510(3) Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))
- EDUC-4002(6) Foundations of Teaching and Learning\* or EDUC-4003(3) Pedagogy & Professional Practice and EDUC-2511(3) Learning Theory
- EDUC-4401(3) Just and Effective Schooling
- EDUC-4405(3) Contemporary Issues in Inner-City Education (also fulfills Inclusive Ed II requirement)
- EDUC-4604(3) Classroom-Based Assessment
  
- EDUC-4701(3) Classroom Management
  
- 3 Credit hours of Inclusive Education II Courses
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years xxx for Senior Years Teachers (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment I: Various (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Curriculum, Instruction and Assessment II: Various (based on teachable minor)\*
- EDUC-xxxx (3) Senior Years (9-12) Advanced Curricular Inquiry (based on teachable minor)\*
- EDUC-4774(3) Practicum Block I - Senior Years\*
- EDUC-4775(3) Practicum Block II - Senior Years\*
- EDUC-4776(3) Practicum Block III - Senior Years\*
- EDUC-4777(3) Practicum Block IV - Senior Years\*
- EDUC-4870(3) Senior Years Curriculum, Instruction & Assessment: Literacy Across the Curriculum\*

\* Courses which are highlighted with an asterisk indicate those courses that must be completed at the University of Winnipeg as part of the Faculty of Education residency requirements.

**NOTE:** Requirements are subject to change.

### **GRADE POINT REQUIREMENTS**

- Students must obtain a minimum 2.0 GPA (C) over the 60 credit hours used toward the BEd degree.

**NOTE:** Also see "Rules and Regulations Governing the After-Degree Program" in the Faculty of Education General Information section for more information.

## **REQUIREMENTS FOR POST-BACCALAUREATE DIPLOMA IN EDUCATION (PBDE)**

### **ADMISSION REQUIREMENTS**

To be considered for the University of Winnipeg PBDE, candidates must meet the following requirements:

- Have maintained a minimum GPA of 2.0 in all degree or after-degree programs.
- Hold a Bachelor of Education degree (or equivalent), or
- Hold a Bachelor's degree in an area other than Education, plus a full two years of related experience in a school setting. (General Stream only)

### **PROGRAM REQUIREMENTS**

The Post-Baccalaureate Diploma in Education at the University of Winnipeg is subject to the following requirements:

#### General Stream

- Students must complete 30 credit hours of course work to earn their PBDE.
- A minimum of 18 credit hours must be University of Winnipeg Education courses at the 5,000 level (which also fulfills the Residency Requirement).
- Although the entire Program might be comprised of Education courses, a maximum of 12 credit hours may be below the 5,000 level and taken from any Faculty. (Students, however, may not count courses at the 1,000 level or lower).
- A maximum of 12 credit hours may be taken from other post-secondary institutions and, upon approval from the Faculty of Education, transferred to the University of Winnipeg's PBDE Program.
- There will be no credit given for professional development sessions (i.e. only formal university courses will be accepted for the PBDE).
- Students must achieve an overall GPA of 2.5 (or C+ Average) on the 30 credit hours needed for the PBDE.

#### PBDE Counselling Stream

The University of Winnipeg's Post Baccalaureate Diploma in School Counselling prepares students with the theory and skills needed to develop and deliver counselling programs that promote students' personal and social well being, academic achievement, and career development in schools. This program will be of interest to both novice and experienced counsellors who wish to take on expanded leadership roles in their schools. This program meets the requirements of the School Counsellor Certificate granted by Manitoba Education and Advanced Learning..

Required Courses – 18 credit hours

EDUC-5420(3) Introduction to School Counselling  
EDUC-5421(3) Theories and Issues in School Counselling  
EDUC-5425(3) Counselling Ethics  
One of the following courses:  
EDUC-5422(3) Elementary School Counselling  
EDUC-5423(3) Secondary School Counselling  
EDUC-5424(3) Group Counselling  
EDUC-5426(3) School Counselling Practicum Skills  
EDUC-5427(3) Supervised Counselling Practicum

Electives – 12 credit hours chosen from the following list (subject to change)

This is an evolving list – new courses may be added as they are developed. Students are advised to consult the Faculty of Education website for updated information

<http://www.uwinnipeg.ca/pbde>

EDUC-5401(3) Creative Problem Solving  
EDUC-5402(3) Expanding Gifted Education  
EDUC-5403(3) Meeting the Needs of FAS/FAE Students  
EDUC-5404(3) Reaching the ADHD Child  
EDUC-5405(3) Reclaiming Troubled Children and Youth  
EDUC-5406(3) Steps to Achieving Real-Life Skills  
EDUC-5411(3) Youth Violence in Schools  
EDUC-5428(3) Teaching Newcomers in Canada  
EDUC-5430(3) Sex and Health Education  
EDUC-5431(3) Mental Health Promotion in Schools  
EDUC-5432(3) Crises and Trauma  
EDUC-5444(3) Engaging Reluctant Learners  
EDUC-5445(3) Educational Assessment  
EDUC-5446(3) Poverty and Potential  
EDUC-5447(3) Sex, Gender and Diversity  
EDUC-5448(3) Programming for Aboriginal Students  
EDUC-5449(3) Bullying and Violence  
EDUC-5450(3) Risk and Resilience  
EDUC-5452(3) Leadership in Inclusive Education

EDUC-5001(3) ST: Adult Learning and Literacy  
 EDUC-5001(3) ST: Anxiety in Children and Youth  
 EDUC-5001(3) ST: Art of Kid Whispering  
 EDUC-5001(3) ST: Assessment Research I  
 EDUC-5001(3) ST: The Building Blocks of Hope I  
 EDUC-5001(3) ST: The Building Blocks of Hope II  
 EDUC-5001 (3) ST: Conflict Resolution and Restorative Practices in Ed Settings  
 EDUC-5001(3) ST: Creative and Critical Thinking  
 EDUC-5001(3) ST: Crisis and Trauma  
 EDUC-5001(3) ST: Developing Creative Leadership – A Special Type of Giftedness  
 EDUC-5001(3) ST: Development Therapy Dev. Teaching Program  
 EDUC-5001(3) ST: Global Citizenship  
 EDUC-5001(3) ST: Learning Challenges/Disabilities – ADHD  
 EDUC-5001(3) ST: Social Justice Inside and Out  
 EDUC-5001(3) ST: Strategies and Models for Higher Order Thinking  
 EDUC-5001(3) ST: Teacher Stories, Student Stories: Educating with Purpose  
 EDUC 5001(3) ST: Teaching and Assisting Children Affected by War  
 EDUC-5001(3) ST: Vulnerable Children and Youth: Strategies for Resiliency

#### Additional Information

EDUC-5427(3) Supervised Counselling Practicum – students must have completed all other required and elective courses in order to be eligible to register for this course. This course involves completion of 100 hours of practicum in a school setting. Students cannot arrange their own placements, and cannot be placed in a school in which they are currently employed. Students may need to take a leave of absence from their jobs in order to have the time necessary to complete practicum hours. Placements are limited, and subject to cancellation if there is low enrollment.

## GENERAL INFORMATION

### Course Selection, Advising and Registration Information - Integrated Program, Years 1-3

- Education students are advised through the Faculty of Education Academic Advisors.
- Newly admitted students must attend an orientation prior to registering. Orientations are held throughout April - July. Dates of orientations will be provided in the registration materials students receive upon acceptance into the program.
- Registration materials for returning students can be found on-line beginning in mid-March. Specific materials necessary to registration are contained in these kits.
- Returning students are advised to participate in "early advising" which takes place in January, February, and March. It is highly recommended that students receive advising on an annual basis and before completing the end of Winterterm in Years 1 and 2.
- Students are assigned a time to register and these appointment times are determined on the basis of credit hours completed and the student's grade point average. All Education students require certain compulsory Education courses throughout their program in order to meet requirements. These courses will fill on a first-come, first-served basis based during the assigned registration appointment times. Therefore, we recommend the following:
  1. Register at your appointed time in order to get the best selection of courses and sections.
  2. If one section of a required Education course is full, select and register for another section of that course. While you may wish to add your name to a wait list for your preferred section, it is in your best interest to be registered for the required course. Remember that all Education students require these compulsory courses and withdrawals from the courses or movement from one section to another is unlikely.
- Education students cannot register for school practicum courses during late registration periods (September and January) due to the lead-time necessary to arrange for a school placement.

### Course Selection, Advising and Registration Information - Certification

- Certification students will be assigned an appointment time to register during Tier 2 and it is expected that students will register during this time. If a student does not register at their appointed time, the Faculty of Education will not guarantee entry into courses that have filled and the student may require an additional year in order to complete all requirements. Certain requirements must be completed in certain years. The Faculty of Education Program reserves the right to remove a student from a course if the student does not require the course for their program that particular year in order to accommodate a student who must have the course.
- The Faculty of Education reserves the right to move students from one section of a course to another section of the same course in order to balance sections and ensure that all students requiring the course are accommodated.
- We reserve the right to change a preferred course to another course which meets the same requirement if necessary to ensure that all students are able to register for the courses that they need in order to graduate.

### Withdrawal or Removal from the Faculty of Education

- BEd students who are placed on probation, suspension or not allowed to continue status will be removed from the Faculty of Education and withdrawn from any ongoing Education or practicum courses.
- BEd students who do not register at the onset of a new academic year (September) will be withdrawn from the program. This regulation does not apply to certified teachers or students who have requested in writing and received permission from a Faculty of Education Academic Advisor to be kept on hold for that academic year. Generally students can have their status in the program held for a maximum of 1 year.
- Acceptance into the Faculty of Education is for that academic year only. Admission cannot be deferred. Students declining an offer of admission must reapply if they wish to seek entry at a later date. As admission is dependent on the qualifications of the pool of applicants each year, subsequent admission cannot be guaranteed.

- Students who are admitted to the program but who do not register within the specified time will have their acceptance withdrawn and must reapply.
- Students who register and subsequently withdraw from required education courses will be removed from the program unless they have received permission from a Faculty of Education Academic Advisor to withdraw.
- The BEd degree cannot be granted without completion of a minimum of a 90 credit hour undergraduate degree; however, students in the Integrated program can claim a BA, BPHE or BSc without completing the BEd portion should they wish to withdraw from the program. Such students should be aware that they will need to fulfil the University Indigenous requirement.

With the exception of the courses listed below, all Education courses can be used as credit towards an Arts, Kinesiology or Science degree:

EDUC-2512(1) Learning Theory Practicum  
 EDUC-2514(1) Learning Theory Practicum (WEC)  
 EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum  
 EDUC-3814(2) Teaching/Learning and the K-8 Curriculum Practicum (WEC)  
 EDUC-4710(3) - EDUC-4721(3) Elementary (K-8) Curriculum, Instruction and Assessment (all areas)  
 EDUC-4730(3) - EDUC-4760(3) Senior Years (9-12) Curriculum, Instruction and Assessment (all areas)  
 EDUC-4770(3) - EDUC-4779(3) Practicum Blocks  
 EDUC-4835(1) - EDUC-4842(3) Early Years Curriculum, Instruction and Assessment (all areas)  
 EDUC-4843(1) - EDUC-4850(3) Middle Years Curriculum, Instruction and Assessment (all areas)  
 EDUC-4852/5 - EDUC-4870(3) Senior Years Curriculum, Instruction and Assessment (all areas)  
 EDUC-4872(2.5) - EDUC-4883(2.5) Practicum Blocks

- Students should also consult section XIV for additional information on Removal from the Faculty of Education.

### **Part-time Attendance**

In Years 2-5 of the program, students are required to spend time in the schools student teaching. Students must be able to make arrangements to complete the student teaching portion of the program. For the first few years, it is possible for students to attend on a part-time basis. The certification portion of the program must be taken on a full-time basis. After-Degree students must attend both years of the program on a full-time basis.

### **Changing Streams**

Students in the Integrated Program identify a stream upon registering for Year 1. They may change their selection up until the end of Year 2 which is defined as the completion of 61 credit hours. No changes to streams will be considered in Year 3 of the program or once students have completed 61 credit hours or more.

### **Changing Teachable Majors or Minors**

Students in the Integrated Program identify their teachable majors and minors upon registering for Year 1. They may change their teachable subjects up until the end of Year 2 which is defined as the completion of 61 credit hours. For students in the Senior Years stream, no changes to teachable majors or minors will be considered in Year 3 of the program or once students have completed 61 credit hours or more. For students in the Elementary stream, they may change teachable subjects in Year 3 of the Program as long as they can still fulfil the requirements of the major or minor prior to entering Certification Year 4.

### **Challenge for Credit in the Faculty of Education**

The Faculty of Education has a residency requirement which includes all Curriculum, Instruction and Assessment courses as well as practicum, therefore, students cannot request challenge for credit for any of these courses. Also, with the exception of those who have been admitted to the Certified Teacher Program, students may not transfer Curriculum, Instruction and Assessment courses or practicum into their program.

## **Prior Learning Assessment and Recognition (PLAR) and Faculty of Education Courses**

### **a) Practicum Courses**

In order for teaching experience to count for credit in our program it must meet all of the following conditions:

- be in a setting arranged by our School Placement Office in accordance with their policies and operating guidelines.
- be completed under the supervision of a Cooperating Teacher
- be taken with the course work and assignments required for that level of practicum
- be evaluated by a Faculty Supervisor and meet the expectations required for that level of practicum

Since these conditions cannot be met without being a student in the Faculty of Education, credit cannot be granted for any teaching that took place prior to admission to the Faculty. Therefore, Prior Learning Assessment and Recognition (PLAR) credit is not available for practicum courses.

### **b) Teaching Methods Courses**

The same type of conditions outlined in a) Practicum Courses, apply to seeking credit for teaching methods courses in the Faculty of Education as these courses are taken in conjunction with practicum. Prior Learning Assessment and Recognition (PLAR) credit is not available for methods courses associated with practicum. This includes:

EDUC-1801 or EDUC-1802 Education Today  
 EDUC-1810 Educational Leadership Within a Service Learning Framework  
 EDUC-2511 Learning Theory  
 EDUC-3810 Teaching/Learning and the K-8 Curriculum

EDUC-4710(3) - EDUC-4721(3) Elementary (K-8) Curriculum, Instruction and Assessment (all areas)  
EDUC-4730(3) - EDUC-4760(3) Senior Years (9-12) Curriculum, Instruction and Assessment (all areas)  
EDUC-4835 to EDUC-4842 Early Years Curriculum, Instruction and Assessment  
EDUC-4843 to EDUC-4850 Middle Years Curriculum, Instruction and Assessment  
EDUC-4852 to EDUC -4871 Senior Years Curriculum, Instruction and Assessment

c) Other Education Courses

Students wishing to seek credit for courses other than Curriculum, Instruction and Assessment courses and practicum are referred to the Course Calendar, Regulations and Policies, Section 6. Challenge for Credit - Assessing Prior Learning.

## FACULTY OF EDUCATION RULES AND REGULATIONS

### **I. Performance in courses EDUC-1810(3) (or EDUC-2800(3)), EDUC-2511(3), EDUC-2512(1), EDUC-2513(3) (RRC), EDUC-2514(1) (WEC), EDUC-3810(6) EDUC-3811(2), and EDUC 3814(2)**

a) Students who receive a grade less than "C" in courses EDUC-2511(3) Learning Theory, EDUC-2513(3) Learning Theory (RRC) or EDUC-3810(6) Teaching/Learning K-8 will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:

1. be required to repeat the course and/or practicum. Generally if a student is required to repeat a course they will be required to repeat the practicum. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education. Only one repeat of the course will be allowed, or
2. be withdrawn from the Faculty of Education.

b) Students who do not pass courses EDUC-1810(3) Service Learning, EDUC-2512(1) Learning Theory Practicum, EDUC-2514(1) Learning Theory Practicum (WEC), or EDUC-3811(2) Teaching/Learning K-8 Practicum or EDUC 3814(2) Teaching /Learning K-8 Practicum (WEC) will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:

1. be required to repeat the course and/or practicum. Generally if a student is required to repeat a course they will be required to repeat the practicum. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education. Only one repeat of the course will be allowed, or
2. be withdrawn from the Faculty of Education.

c) Students will not be allowed to register for the next compulsory education course and practicum until they have completed the previous compulsory education course and practicum.

d) If a student is placed on probation, suspension or not allowed to continue status at the end of the Fall Term, they will be immediately withdrawn from any ongoing or Winter Term Education or practicum courses.

e) If a student is placed on probation, suspension or not allowed to continue status at the end of the Winter Term, they will be immediately withdrawn from any ongoing Spring or Summer Education or practicum courses.

f) If, during a repeat attempt, the student withdraws from the course and/or practicum, this is considered an unsuccessful attempt and the student will be withdrawn from the Program.

### **II. Rules and Regulations Governing Years 4 and/or 5 (Certification) of the Integrated Program**

a) Students must apply to enter the certification portion of the program. Generally this application must be received by mid-January for certification in September of that year. In order to be eligible to enter certification year 4 students must have completed 91 credit hours of the appropriate coursework for their stream with an overall grade point average of 2.0 and an average of 2.0 in their major. In order to be eligible to enter certification year 5 students must have completed all year 4 requirements.

b) Students who have been accepted into certification year 4 or 5 and who are unable to attend can request to have their space in the program held for a maximum of one year. If, after this year, the student is still unable to attend they will be withdrawn from the program and must re-apply. Readmission to the program is subject to review and is not guaranteed.

c) The Curriculum, Instruction and Assessment (CIA) courses and practicum blocks are linked and must be completed together. Students must register for the appropriate Curriculum, Instruction and Assessment courses and practicum blocks for their year, stream and teaching areas each term.

d) The Faculty of Education Office will assign students to particular sections of Curriculum, Instruction and Assessment courses and students may have a restricted choice of elective courses. Students must adhere to the timetable to which they have been assigned.

e) Students are required to attend the "start of school" experience which takes place at the beginning of the school year in each of years 4 and 5. Typically this takes place in late August before university lectures begin and is an integral part of the practicum component of certification. Students who do not attend the start of school experience will be asked to withdraw from certification year.

f) Some components of years 4 and 5 (e.g. practicum blocks) will take place outside of the regularly scheduled university year. Students will be provided with these dates in advance and will be expected to be available for all the components.

g) Certification year students are expected to be available for classes on a full-time basis every day from 8:30 a.m. - 6:30 p.m. All other activities or commitments must be worked around the assigned timetable. Students who cannot make this commitment are advised to defer their certification.

h) Students who fail or withdraw from a CIA course in the Fall term of Year 4 or Year 5 will immediately be withdrawn from the subsequent CIA course in that area in the Winter term as they will have failed to meet the pre-requisite. Their name will also be forwarded to the Performance Review Committee as they will be unable to complete Certification Year 4 or 5 in the allotted time. See Section V. Failing or Withdrawing From CIA courses or Practicum in Certification for more information.

i) Students who receive a grade less than "C" in Curriculum, Instruction and Assessment courses or who fail a block of practicum will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following:

1. That the student be required to repeat the course(s) and/or practicum. Generally if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. When required to

repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education. Only one repeat of the course will be allowed.

2. If a student receives a grade of "D" in a Curriculum, Instruction and Assessment course, the Committee may recommend that the student be allowed to continue on to the next year or graduate if all other requirements have been met.

3. That the student be withdrawn from the Faculty of Education.

j) In order to be eligible to enter Year 5, students must have completed all Year 4 requirements. Students who do not complete certification year 4 or certification year 5 in the allotted time will have their status in the Faculty of Education reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:

1. be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course

he/she will be required to repeat the practicum as the practicum is an integral part of the course, or

2. be withdrawn from the Faculty of Education.

k) Due to the fact that Curriculum, Instruction and Assessment courses and practicum blocks are linked and must be completed together, students may not withdraw from some C, I & A courses while remaining in others.

l) Students will have one attempt to repeat the Curriculum, Instruction and Assessment portion and/or practicum of either year 4 or year 5 but not both. Students who do not successfully complete certification years 4 and 5 within the allotted time period will have their status reviewed by the Performance Review Committee and may be withdrawn from the program.

m) Certification students who are placed on probation, suspension or not allowed to continue status will be removed from the BEd Program. If the student is placed on probation, suspension or not allowed to continue status at the end of the Fall Term, they will be immediately withdrawn from any ongoing or Winter Term Education or practicum courses.

n) If, during a repeat attempt, the student withdraws from the course and/or practicum this is considered an unsuccessful attempt and the student will be withdrawn from the Program.

### **III. Rules and Regulations Governing the After-Degree Program**

a) Students who have been accepted into the After-Degree Program but who do not register or begin classes will be withdrawn from the program. They will not be able to "hold" their spot in the program. Such students may reapply at a future date but as admission is dependent on the qualifications of the pool of applicants each year, subsequent admission is not guaranteed. After-Degree students are admitted to the program on the basis of the stream that they select when they apply. Therefore, they cannot change streams once they have been accepted.

b) The After-Degree Program must be taken on a full-time basis as the Curriculum, Instruction and Assessment courses and practicum blocks are linked and must be completed together. Students must register for the appropriate Curriculum, Instruction and Assessment courses and practicum blocks for their year, stream, and teaching areas in each term.

c) The Faculty of Education Office will assign students to particular sections of Curriculum, Instruction and Assessment courses and students may have a restricted choice of elective courses. Students must adhere to the timetable to which they have been assigned.

d) After-Degree students are required to attend the "start of school" experience which takes place at the beginning of the school year in each of years 1 and 2. Typically this takes place in late August before university lectures begin and is an integral part of the practicum component of the program. Students who do not attend the start of school experience will be withdrawn from the Faculty of Education.

e) Some components of years 1 and 2 (e.g. practicum blocks) will take place outside of the regularly scheduled university year. Students will be provided with these dates in advance and will be expected to be available for all the components.

f) Certification year students are expected to be available for classes on a full-time basis every day from 8:30 a.m. - 6:30 p.m. All other activities or commitments must be worked around the assigned timetable. Students who cannot make this commitment are advised to defer their certification.

g) Students who fail or withdraw from a CIA course in the Fall term of Year 1 or Year 2 will immediately be withdrawn from the subsequent CIA course in that area in the Winter term as they will have failed to meet the pre-requisite. Their name will also be forwarded to the Performance Review Committee as they will be unable to complete Certification Year 1 or 2 in the allotted time. See Section V. Failing or Withdrawing From CIA courses or Practicum in Certification for more information.

h) After-Degree students who receive a grade less than C in EDUC-4002(6) Foundations of Teaching and Learning will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following:

1. That the student be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. When

required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the BEd Program. Only one repeat of the course will be allowed. Due to the sequential nature of the After-Degree Program students who are required to repeat courses must wait for the following September in order to do this, or

2. The Committee may recommend that the student be allowed to continue on to the next year if all other requirements have been met.

3. That the student be withdrawn from the Faculty of Education.

i) Students who receive a grade less than "C" in Curriculum, Instruction and Assessment courses or who fail a block of practicum will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following:

1. That the student be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education. Only one repeat of the course will be allowed.

2. If a student receives a grade of "D" in a Curriculum, Instruction and Assessment course, the Committee may recommend that the student be allowed to continue on to the next year or graduate if all other requirements have been met.

3. That the student be withdrawn from the Faculty of Education.

j) In order to be eligible to enter year 2, students of the After-Degree Program must have completed all year 1 requirements. Students who do not complete years 1 and/or 2 in the allotted time will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:

1. be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. Due to the sequential nature of the After-Degree Program students who are required to repeat courses must wait for the following September in order to do this, or
  2. be withdrawn from the Faculty of Education.
- k) Due to the fact that Curriculum, Instruction and Assessment courses and practicum blocks are linked and must be completed together, students may not withdraw from some C, I & A courses while remaining in others.
- l) Students will have one attempt to repeat the Curriculum, Instruction and Assessment portion and/or practicum of either year 1 or year 2 but not both. Students who do not successfully complete certification years 1 and 2 within the allotted time period will have their status reviewed by the Performance Review Committee and may be withdrawn from the Faculty.
- m) If, during a repeat attempt, the student withdraws from the course and/or practicum this is considered an unsuccessful attempt and the student will be withdrawn from the Faculty of Education.

#### **IV. Rules and Regulations Governing Certification in the Joint UW/RRC Program**

- a) Students must apply to enter the certification portion (Year 5) of the program. Generally this application must be received by mid-January for certification in September of that year. In order to be eligible to enter certification year 5 students must have completed 123 credit hours of the appropriate coursework for their program with an overall grade point average of 2.0 and an average of 2.0 in their major. The UW Arts or Science major must be completed before entering Year 5.
- b) Students who have been accepted into certification year 5 and who are unable to attend can request to have their space in the program held for a maximum of one year. If, after this year, the student is still unable to attend they will be withdrawn from the program and must be re-apply. Readmission to the program is subject to review and is not guaranteed.
- c) The Curriculum, Instruction and Assessment courses and practicum blocks are linked and must be completed together. The following courses must be registered for concurrently: Senior Years Curriculum, Instruction and Assessment: Major and EDUC-4778(3) Practicum Block - Red River College.
- d) The Faculty of Education Office will assign students to particular sections of Curriculum, Instruction and Assessment courses and students may have a restricted choice of elective courses. Students must adhere to the timetable to which they have been assigned.
- e) Students are required to attend the "start of school" experience which takes place at the beginning of the school year in year 5. Typically this takes place in late August before university lectures begin and is an integral part of the practicum component of certification. Students who do not attend the start of school experience will be asked to withdraw from certification for that year.
- f) Practicum blocks will take place outside of the regularly scheduled university year. Students will be provided with these dates in advance and will be expected to be available for all the components.
- g) Certification year students are expected to be available for classes on a full-time basis every day from 8:30 a.m - 6:30 p.m. All other activities or commitments must be worked around the assigned timetable. Students who cannot make this commitment are advised to defer their certification.
- h) Students who fail or withdraw from a CIA course in the Fall term will immediately be withdrawn from the subsequent CIA course in that area in the Winter term as they will have failed to meet the pre-requisite. Their name will also be forwarded to the Performance Review Committee as they will be unable to complete Certification Year 5 in the allotted time. See Section V. Failing or Withdrawing From CIA courses or Practicum in Certification for more information.
- i) Students who receive a grade less than "C" in Curriculum, Instruction and Assessment courses or who fail a block of practicum will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following:
1. That the student be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course. When required to repeat a course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education Program. Only one repeat of the course will be allowed, or
  2. If a student receives a grade of "D" in a Curriculum, Instruction and Assessment course, the Committee may recommend that the student be allowed to continue on to the next year or graduate if all other requirements have been met.
  3. That the student be withdrawn from the Faculty of Education.
- j) Students who do not complete Certification Year 5 in the allotted time will have their status in the program reviewed by the Performance Review Committee. As a result of this review the Committee will recommend to the Dean one of the following. That the student:
1. be required to repeat the course(s) and/or practicum. Generally speaking if a student is required to repeat a course he/she will be required to repeat the practicum as the practicum is an integral part of the course, or
  2. be withdrawn from the Faculty of Education.
- k) Due to the fact that Curriculum, Instruction and Assessment courses and practicum blocks are linked and must be completed together, students must withdraw from Certification Year 5 if they are not able to complete both the Curriculum, Instruction and Assessment course and the practicum concurrently.
- l) Students will have one attempt to repeat the Curriculum, Instruction and Assessment portion and/or practicum of Year 5. Students who do not successfully complete Certification Year 5 within the allotted time period will have their status reviewed by the Performance Review Committee and may be withdrawn from the Faculty of Education.
- m) Certification students who are placed on probation, suspension or not allowed to continue status will be removed from the BEd Program. If the student is placed on probation, suspension or not allowed to continue status at the end of the Fall Term, they will be immediately withdrawn from any ongoing or Winter Term Education or practicum courses.
- n) If, during a repeat attempt, the student withdraws from the course and/or practicum this is considered an unsuccessful attempt and the student will be withdrawn from the Faculty of Education.

#### **V. Failing or Withdrawing From CIA courses or Practicum in Certification**

- a) Students who fail or withdraw from a CIA course in the Fall term of Year 4 or Year 5 or After-Degree Year 1 or 2 will immediately be withdrawn from the subsequent CIA course in that area in the Winter term as they will have failed to meet the pre-requisite. Their name will also be forwarded to the Performance Review Committee as they will be unable to complete Certification Year 4 or 5 or After-Degree Year 1 or 2 in the allotted time.

- b) Students who fail or withdraw from Practicum Blocks in Certification will also have their name forwarded to the Performance Review Committee as they will be unable to complete Certification Year 4 or 5 or After-Degree Year 1 or 2 in the allotted time.
- c) Students who are unable to complete certification within the allotted time and who are allowed to remain in the Program will be required to do an Interim Year of study.

#### **VI. Rules and Regulations Pertaining to Faculty of Education Interim Year**

As a ruling of the Performance Review Committee, students may be required to complete an Interim Year of study.

- a) During the Interim Year the student must register for the CIA courses and practicum as laid out by the Performance Review Committee.
- b) Even if a student successfully completes practicum, Faculty of Education regulations state that if a student is required to repeat a course(s) he/she will be required to repeat the practicum as the practicum is an integral part of the course. Therefore, students in an Interim Year will be required to do additional practicum. Students may be asked to repeat block practicum(s) and/or do supplementary practicum. Regardless of previous performance in practicum, the practicum associated with the Interim Year must be passed in order to meet the requirements of the Interim Year and proceed to the next year.
- c) Students repeating practicum may also be required to complete Educ-4779 (3) Practicum Block: Supplementary. .
- d) The days, term(s) and structure of practicum will be determined by the Student Teaching Office.
- e) Students may be required to sign a Performance Contract in order to be allowed to continue in practicum, begin the Interim Year, or continue in the Faculty of Education.
- f) When required to repeat a CIA course the student will be expected to achieve a minimum grade of "C" in order to be allowed to continue in the Faculty of Education.
- g) Faculty of Education regulations state that "Only one repeat of a course will be allowed" so any courses or practicum taken during the Interim Year will be considered the final attempt. All must be passed satisfactorily in order to proceed to the next year.
- h) Faculty of Education regulations also state that "Students will have one attempt to repeat the Curriculum, Instruction and Assessment portion and/or practicum of either year 4 or Year 5 but not both". Therefore, only one Interim Year will be allowed.
- i) If, during the Interim Year, the student withdraws from the course(s) and/or practicum this will be considered an unsuccessful attempt and the student will be withdrawn from the Program.
- j) Students in an interim year can work on other non-CIA courses specific to their stream such as:
  - Educ-4401 Just and Effective Schooling
  - Educ-4405 Contemporary Issues in Inner-City Education
  - Educ-4410 Aboriginal Education
  - Educ-4604 Classroom-Based Assessment
  - Educ-4701 Classroom Management
  - Educ-xxxx Inclusive Ed II (various)

#### **VII. Rules and Regulations Governing Practicum Placements**

##### **A) Integrated Program and After Degree Program**

1. All placements will be arranged by the Student Teaching Office. Students are not allowed to arrange their own placement. All student teaching placements will be guided by the following:
  - a) students will have at least one placement in a school with inner-city characteristics
  - b) students will experience a variety of grade levels and subject areas within their chosen stream as well as at least one placement within another stream
  - c) students will be placed in more than one school division
  - d) In order to avoid a conflict of interest or a perception of conflict of interest, whenever possible students will not be placed in schools where:
    - they are currently employed;
    - they have been employed in the past;
    - they have volunteered;
    - family members attend or are employed by the school.
2. Adjustments to the practicum dates or to the prescribed format of the practicum will not be considered. Student teaching must be completed in the manner it is scheduled (e.g. one day per week, five week block) and during the dates that are provided.
3. Students who are placed on probation, suspension or not allowed to continue status at the end of the Fall Term, will be immediately withdrawn from any ongoing or Winter Term Education or practicum courses.
4. Eligibility for a student teaching practicum requires that students be eligible for provincial certification. Students who are ineligible for practicum will be withdrawn from the Faculty of Education.
5. Students who, after admission, show an inadequate command of spoken or written English which interferes with their ability to communicate effectively in a classroom will have to complete a proficiency test conducted by a University of Winnipeg designate. Students may be required to take further courses to improve their English which may result in withdrawal from the Faculty of Education. Continuation in the B.Ed. Program will be contingent upon approval from the Language Assessment Evaluators and the Director of Student Teaching.
6. Students seeking a French immersion placement in the certification portion of the program are advised that they will be tested on their French oral and written language proficiency. This testing will be administered by St. Boniface College and will take place in the spring prior to entering Certification Year 4.

##### **B) Business, Industrial Arts and Aboriginal Language Teacher Education (Integrated and After Degree Programs)**

1. Students in the Joint UW/RRC Business, Industrial Arts and Aboriginal Language Teacher Education programs are required to complete one block of student teaching in their Arts or Science major (Integrated Programs) or minor (After Degree programs).
2. All placements will be arranged by the Student Teaching Office. Students are not allowed to arrange their own school placement.
3. Students must be registered in the appropriate Senior Years Curriculum, Instruction and Assessment courses when undertaking the practicum block.
4. Students may complete this block in either the Fall or Winter term.



5. Students are advised that if they have outstanding practicum requirements to complete at RRC, they will generally be required to complete the block in the Fall term.
6. Students must attend a "Start of School" experience, which takes place approximately the end of August. Students who do not participate in the Start of School experience will have their registration in the practicum block, as well as the associated Senior Years Curriculum, Instruction and Assessment course(s) cancelled.
7. Students are advised that the dates of their practicum block may fall outside of the regularly scheduled academic year.
8. Students will be required to spend two half days per week in their host school in the same term in which they will be completing their block. Students must ensure that they leave room in their timetable to accommodate this component of the practicum requirement.
9. Eligibility for a student teaching practicum requires that students be eligible for provincial certification. Students who are ineligible for practicum will be withdrawn from the Faculty of Education.

### **C) Vocational Teacher Education**

1. Students in the Joint UW/RRC Vocational Teacher Education program are required to complete one block of practicum in their Arts or Science minor.
2. Placements will be coordinated by the Student Teaching Office.
3. Students will take 6 credit hours of Senior Years Curriculum, Instruction and Assessment.
4. Students who are completing courses on a full time basis will register for Curriculum, Instruction and Assessment courses relevant to their minor, and must register for their practicum block concurrently.
5. Students who hold full-time teaching positions, and who are therefore pursuing their university studies on a part-time basis, may take a General Curriculum, Instruction and Assessment course. These students may complete their practicum block either concurrently, or upon completion of this course.
6. Students are advised that the dates of their practicum block may fall outside of the regularly scheduled academic year.
7. Eligibility for a student teaching practicum requires that students be eligible for provincial certification. Students who are ineligible for practicum will be withdrawn from the Faculty of Education.

### **D) Withdrawing from Practicum - All Programs**

1. Students wishing to withdraw from practicum courses (EDUC-2512(1), EDUC-2514(1), EDUC-3811(2), EDUC-3814(2), EDUC-4770(3) - EDUC-4779(3)) must first notify the Student Teaching Office.
2. In all cases where it is possible, the Student Teaching Office will recommend an extension to practicum rather than a withdrawal.
3. Students in years 4 and 5 (or After Degree Years 1 and 2) who are in the extended blocks of practicum, must have documented medical reasons or other documented extenuating circumstances (e.g. death in the family) to withdraw from their practicum at any time throughout the course.
4. Students should note that some practicum (i.e. blocks) may only be repeated once.
5. Students who are repeating practicum as a ruling of the Performance Review Committee and who withdraw from the practicum will be considered to have made an unsuccessful attempt and the student will be withdrawn from the Faculty of Education.

### **VIII. Performance Contracts**

In some cases, students may be required to sign a Performance Contract in order to remain in the Faculty of Education.

- a) Failure to sign the contract will result in removal from the Faculty of Education.
- b) Failure to comply with the conditions of the contract can result in removal from the Faculty of Education.

### **IX. Appeals and the Faculty of Education**

#### **a) Deferred Exams, Incomplete Term Work, and Grade Appeals**

1. Students are directed to *Section VII Academic Regulations and Policies, 8. Appeals* for information on these appeals and deadlines.

#### **b) BEd Performance Review Committee (PRC)**

1. The Faculty of Education Performance Review Committee deals with the following items:
  - Students in the Integrated BEd Program who receive grades below C in EDUC-2511(3) Learning Theory or EDUC-3810(6) Teaching/Learning and the K-8 Curriculum.
  - Students in the Integrated Program who do not pass EDUC-1810(3) Service Learning (3), EDUC-2512(1) Learning Theory Practicum or EDUC-2514(1) Learning Theory Practicum (WEC) or EDUC-3811(2) Teaching/Learning and the K-8 Curriculum Practicum or EDUC-3814(2) Teaching/Learning and the K-8 Curriculum Practicum (WEC).
  - Students in the Joint UW/RRC Program who receive grades below C in EDUC-2513(3) Learning Theory (RRC).
  - Students in the After Degree Program who receive grades below C in EDUC-4002(6) Foundations of Teaching and Learning.
  - Students who receive grades below C in Curriculum, Instruction and Assessment courses.
  - Students who fail a block of practicum.
  - Students who do not complete certification year or who do not complete the certification portion of the program within the allotted time.
  - Students who wish to enter certification and who have not met the minimum requirements (i.e., completion of 91 c.h. with an overall average of 2.0 and a 2.0 average in the major)
  - Readmissions to the program in relation to currency requirements.
  - Students who are removed from their school placement at the request of the host school.
  - Students for whom a placement cannot be secured due to the conditions of a Performance Contract.
  - Any other issues that may arise related to the performance of students in the program.
2. The PRC typically meets in January, May and August of each year.
3. Students will be notified in writing of the decision of the PRC.
4. Students may meet with the Dean of Education for explanation or clarification of the PRC decision.
5. Students wishing to appeal the PRC decision beyond the Education Program should direct an appeal to the Senate Appeals Committee.
6. There are two grounds for appealing the decision of the PRC:
  - The student has reason to believe that all pertinent information was not available when the case was considered by the PRC.
  - The student has reason to believe and can demonstrate that the PRC did not give the appeal a fair hearing.

7. Students have 15 working days from the date of the written decision of the PRC to submit an appeal to the Senate Appeals Committee.

#### X. Currency Requirement

Students who withdraw from the program and seek readmission at a later date are advised that education courses completed more than 5 years prior to readmission will be reviewed for currency. Students may be required to repeat some or all of these courses.

#### XI. Standards of Professional Conduct for Pre-Service/In-Service Teachers

1. 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 and also has the responsibility of fostering the academic freedom of students with respect for the needs of the learner. The standards describe professional characteristics and behaviours students are expected to develop and demonstrate during practicum and course work. Students who do not demonstrate these professional standards may be referred to the Faculty of Education Performance Review Committee.

- a) In keeping with the Canadian Charter of Rights and Freedoms the student will respect the dignity and rights of all persons.
- b) The student acts in a responsible manner which includes being punctual, dependable and trustworthy in class and during practicum.
- c) 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.
- d) The student demonstrates a commitment to teaching by taking initiative, showing enthusiasm, and showing an interest in learning about teaching.
- e) 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.
- f) The student respects the confidentiality of information about pupils, peers, school personnel, or faculty received in confidence or in the course of professional duties.

#### 2. Professional Misconduct

As 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 our students should be to create a positive learning environment where they learn from the instructor and each other. Faculty of Education students are expected to recognize the important and crucial role of the instructor in the learning process and to award their instructors the respect and authority which is inherent in the role.

Professional Misconduct can include, but is not restricted to, the following:

- a) Persistent failure to attend class
- b) 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
- c) Persistent lack of participation in class activities
- d) Persistent inability to function in a group setting
  - non-contribution to group activities
  - behaviour causing negative impact on group
- e) Persistent negative or disrespectful attitude
- f) Persistent disregard for the role and authority of the instructor

Gross misconduct is defined as, but not limited to, intoxication (whether from alcohol or drugs), fighting or other physical abuse, indecent behaviour, theft, serious breaches of health and safety rules, uttering threats, offensive behaviour (such as discrimination, harassment, bullying, abuse and violence) and gross insubordination.

Grievance procedures may be lodged against a student under the Standards of Professional Conduct for Pre-Service Teachers. These procedures are outlined in the "Faculty of Education Grievance Resolution Procedures" document.

#### XII. Attendance Policy

The Bachelor of Education Program leads to a professional degree. Accordingly, students are expected to attend, be punctual and participate in all classes. These expectations acknowledge their importance for the teaching and learning process and the professional responsibilities of teachers. These expectations are implicit in Education courses, but may be emphasized explicitly in addition to the University of Winnipeg's academic regulations concerning attendance (see section Regulations & Policies, 3a Attendance).

Students are encouraged to volunteer and participate in extra-curricular activities in their host schools. However, students must ensure that no conflict occurs between the school activity and their attendance in class. Student Teachers are not to miss University classes for school activities.

#### XIII. Professional Development

The Faculty of Education prides itself on preparing well-rounded professional teachers who are committed to life-long learning and professional development. In keeping with this goal the faculty offers a professional development program each year for all students designed to supplement their regular coursework. This non-credit program is voluntary but students are strongly encouraged to participate in order to enhance their understanding of the classroom context and to develop additional skills beyond those acquired through academic and practicum courses. Participation in the program is considered a professional responsibility and in keeping with the expectations that will be held for them in their role as a classroom teacher.

The Professional Development Program consists of a series of seminars offered throughout the fall and winter terms. They are typically offered no more than once a week for an hour during the free slot and the topics are posted in advance. The series concludes each term well before the start of the exam period. Students receive a participation certificate for attendance at each

seminar. Many students opt to include these certificates in their teaching portfolios as an indication of their commitment to professional development and the practice of life-long learning.

The topics covered in the professional development sessions are varied. They are designed to provide information and ideas that are supplementary to students' coursework but which relate to the role of the classroom teacher. Many of the sessions are delivered by representatives of organizations whose activities are related to and supportive of the educational process in schools. Others are delivered by university faculty. The topics vary each year but a representative sample of the topics includes the following:

Working with Behaviorally and/or Emotionally At-Risk Children and Youth.

Violence and Abuse Prevention

Developing Resiliency in Youth Through Mentoring

Teaching in an International Setting

Summer Projects for Inner City Children and Youth

Overcoming Math Anxiety in Pre-Service Teachers

#### XIV. Removal from Faculty of Education

- a) Students may be removed from the University of Winnipeg, Faculty of Education programs for one or more of the following reasons:
1. Failure to meet or maintain academic grade-point requirements as established by the University of Winnipeg and the Faculty of Education. In the case of academic Probation or Not Allowed to Continue Status, withdrawal is automatic and will take place without a review or further procedure.
  2. As a result of a ruling by the Performance Review Committee (see Faculty of Education Program Rules and Regulations in the General Calendar for more information).
  3. As a result of behaviour judged to be in violation of the Manitoba Teachers Society Code of Professional Practice or the Standards of Professional Conduct for Pre-Service Teachers or for Professional Misconduct (see Section IX of Faculty of Education Rules and Regulations in the General Calendar for more information).
  4. Failure to sign a Performance Contract.
  5. Non-compliance with the conditions of a Performance Contract.
  6. Ineligibility for a practicum placement.
  7. As the result of a change in the status of a Criminal Record or Child Abuse Registry entry.
    - Students who appear on the Child Abuse Registry will be immediately withdrawn from the Faculty and any ongoing Education courses.
    - Students reporting a change in the status of their criminal record will have their case evaluated by the Legal Records Check Committee. They will be informed of the Committee's decision in writing. Students who are not allowed to continue in the Faculty of Education will be immediately withdrawn from the Faculty and any ongoing Education courses.
  8. As a result of academic or non-academic misconduct.
- b) In the case of gross misconduct, students will be removed from practicum and immediately suspended from their courses in Education until the case is reviewed by the Dean and a final decision is made.
- c) Removal from the Faculty of Education means the student will be withdrawn from all Education courses, removed from practicum, and removed from any Faculty of Education sponsored or affiliated activities (i.e. mentoring sites, WESTCAST, international teaching opportunities, Contact to Contract, etc.)
- d) Applicants who have been removed from the Faculty of Education as a result of being on Probationary or Not Allowed to Continue Status must meet "regular" status in order to be eligible to reapply.
- If the student has subsequently completed a degree they are eligible to apply to the After Degree Program and should follow the application processes for that category.
  - If the student has achieved regular status and is eligible to apply as a Transfer applicant they should follow the application processes for that category.
  - If, in the case of Access Programs, the student achieves regular status and wishes to re-enter the WEC or CATEP Program they should write a letter to the Director of Access Programs including:
    - their reason(s) for reapplying
    - the reason(s) they think a subsequent attempt will be successful
    - the measures they have taken to increase their chances of success in the Faculty
  - The applicant may be required to provide medical or other documentation.
  - An interview may be required.
  - Reapplication does not guarantee readmission.
- e) Students who have been removed from the Faculty of Education as a result of a ruling of the PRC and wish to reapply should be aware of the following:
- Due to the limited number of spaces applicants who have been admitted in the past receive low priority for readmission.
  - Students cannot reapply to the Program for a period of 3 subsequent academic years. (For example, if the student was removed in June of 2018 they cannot reapply until the 2021/22 year.)
  - Readmission only takes place for classes starting in September and students must apply by March 31 of the year they wish to start classes in the Fall.
  - The student must write a letter to the Dean of the Faculty of Education including:
    - their reason(s) for reapplying
    - the reason(s) they think a subsequent attempt will be successful
    - the measures they have taken to increase their chances of success in the Faculty
  - The applicant may be required to provide medical or other documentation.
  - An interview may be required.
  - Reapplication does not guarantee readmission.
  - If the applicant is granted readmission they will then complete an official application to the Faculty of Education through the Admissions Office.

## COURSE LISTINGS

EDUC-1801(3)	Education Today: An Introduction to Teaching	EDUC-4711(3)	English Language Arts - 1 Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC-1802(3)	Education Today: An Introduction to Teaching (WEC)	EDUC-4712(3)	English Language Arts - 2 Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC-1810(3)	Educational Leadership within a Service-Learning Framework (previously EDUC-2800(3))	EDUC-4713(3)	Mathematics - Foundational Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC/CRS-2232(3)	Introduction to Conflict Resolution in Educational Settings	EDUC-4714(3)	Mathematics - Advanced Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC/CRS-2242(3)	Methods of Conflict Resolution in Educational Settings	EDUC-4715(3)	Science - Foundational Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC-2410(3)	The School System: Structure and Dynamics (Previously EDUC-4404 (3))	EDUC-4716(3)	Science - Advanced Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC-2411(3)	The School System: Structure and Dynamics for After-Degree Students	EDUC-4717(3)	Social Studies - Foundational Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC-2511(3)	Learning Theory	EDUC-4718(3)	Social Studies - Advanced Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC-2512(1)	Learning Theory Practicum	EDUC-4719(3)	Integrating Expressive Arts Elementary (K-8) Curriculum, Instruction and Assessment:
EDUC-2513(3)	Learning Theory (RRC)	EDUC-4720(3)	Physical Education-Health Education Elementary (K-8) Advanced Curricular Inquiry-Humanities
EDUC-2514(1)	Learning Theory Practicum (WEC)	EDUC-4721(3)	Elementary (K-8) Advanced Curricular Inquiry - Mathematics- Science
EDUC-3400(3)	Educational Settings and the Sociology of Learning	EDUC-4730(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years English Language Arts for Senior Years Teachers
EDUC-3510 (3)	Inclusive Approaches to Teaching Exceptional Students (previously EDUC-2530(3))	EDUC-4731(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years French for Senior Years Teachers
EDUC-3511 (3)	Inclusive Approaches to Teaching Exceptional Students I for After-Degree Students	EDUC-4732(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years Mathematics for Senior Years Teachers
EDUC-3810(6)	Teaching/Learning and the K-8 Curriculum	EDUC-4733(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years Physical Education-Health Education for Senior Years Teachers
EDUC-3811(2)	Teaching/Learning and the K-8 Curriculum Practicum	EDUC-4734(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years Science for Senior Years Teachers
EDUC-3814(2)	Teaching/Learning and the K-8 Curriculum Practicum (WEC)	EDUC-4735(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Middle Years Social Studies for Senior Years Teachers
EDUC-4000(3)	Special Topics in Education	EDUC-4736(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Biology I
EDUC-4001(3)	Independent Study	EDUC-4737(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Biology II
EDUC-4002(6)	Foundations of Teaching and Learning	EDUC-4738(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Chemistry I
EDUC-4003(3)	Pedagogy & Prof Practice	EDUC-4739(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Chemistry II
EDUC-4102(3)	Introduction to Teaching English as an Additional language		
EDUC-4400(3)	Critical Pedagogy and Student Diversity		
EDUC-4401(3)	Just and Effective Schooling		
EDUC-4403(3)	Education for Multicultural Settings		
EDUC-4405(3)	Inner-City Teaching Practices		
EDUC-4407(3)	Enrichment and Talent Development		
EDUC-4408(3)	Issues with At-Risk Children and Youth		
EDUC-4409(3)	Mentoring At-Risk Youth		
EDUC-4410(3)	Introduction to Aboriginal Education		
EDUC-4412(3)	Teaching and Supporting Youth from Immigrant and Refugee Backgrounds		
EDUC-4600(3)	Critical Literacy for Empowerment		
EDUC-4601(3)	Computer Assisted Multi-Media Learning		
EDUC-4602(3)	Senior Years Curriculum, Instruction and Assessment: Integrating Technology into Senior Years Teaching		
EDUC-4603(3)	Teaching for Sustainability		
EDUC-4604(3)	Classroom-Based Assessment		
EDUC-4700(3)	The Adult Learner: An Introduction to Adult Education		
EDUC-4701(3)	Classroom Management		
EDUC-4710(3)	Elementary (K-8) Curriculum, Instruction and Assessment:		

EDUC-4740(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Curriculum Design I	EDUC-4837(1)	Early Years Curriculum, Instruction and Assessment: Physical Education/Health Education
EDUC-4741(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Curriculum Design II	EDUC-4838(3)	Early Years Curriculum, Instruction and Assessment: Reading and the English Language Arts
EDUC-4742(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: English Language Arts I	EDUC-4839(3)	Early Years Curriculum, Instruction and Assessment: Mathematics
EDUC-4743(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: English Language Arts II	EDUC-4840(1)	Early Years Curriculum, Instruction and Assessment: Music
EDUC-4744(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: French I	EDUC-4841(3)	Early Years Curriculum, Instruction and Assessment: Science
EDUC-4745(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: French II	EDUC-4842(3)	Early Years Curriculum, Instruction and Assessment: Social Studies
EDUC-4746(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Mathematics I	EDUC-4843(1)	Middle Years Curriculum, Instruction and Assessment: Art
EDUC-4747(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Mathematics II	EDUC-4844(1)	Middle Years Curriculum, Instruction and Assessment: Drama
EDUC-4748(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Physical Education-Health Education I	EDUC-4845(1)	Middle Years Curriculum, Instruction and Assessment: Physical Education/Health Education
EDUC-4749(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Physical Education-Health Education II	EDUC-4846(3)	Middle Years Curriculum, Instruction and Assessment: Reading and the English Language Arts
EDUC-4750(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Physics I	EDUC-4847(3)	Middle Years Curriculum, Instruction and Assessment: Mathematics
EDUC-4751(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Physics II	EDUC-4848(1)	Middle Years Curriculum, Instruction and Assessment: Music
EDUC-4752(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Social Studies I	EDUC-4849(3)	Middle Years Curriculum, Instruction and Assessment: Science
EDUC-4753(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Social Studies II	EDUC-4850(3)	Middle Years Curriculum, Instruction and Assessment: Social Studies
EDUC-4754(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Theatre I	EDUC-4852/5	Senior Years Curriculum, Instruction and Assessment: Alternative
EDUC-4755(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Theatre II	EDUC-4853(3)	Senior Years Curriculum, Instruction and Assessment: Biology
EDUC-4756(3)	Senior Years (9-12) Advanced Curricular Inquiry for Curriculum Group A	EDUC-4854(3)	Senior Years Curriculum, Instruction and Assessment: Chemistry
EDUC-4757(3)	Senior Years (9-12) Advanced Curricular Inquiry for Curriculum Group B	EDUC-4855(6)	Senior Years Curriculum, Instruction and Assessment: English
EDUC-4758(3)	Senior Years (9-12) Advanced Curricular Inquiry for French	EDUC-4856(6)	Senior Years Curriculum, Instruction and Assessment: French
EDUC-4759(3)	Senior Years (9-12) Advanced Curricular Inquiry for Mathematics	EDUC-4857(3)	Senior Years Curriculum, Instruction and Assessment: Geography
EDUC-4760(3)	Senior Years (9-12) Advanced Curricular Inquiry for Physical Education-Health Education	EDUC-4859(3)	Senior Years Curriculum, Instruction and Assessment: Health
EDUC-4770(3)	Practicum Block I - Elementary	EDUC-4860(6)	Senior Years Curriculum, Instruction and Assessment: History
EDUC-4771(3)	Practicum Block II - Elementary	EDUC-4861(6)	Senior Years Curriculum, Instruction and Assessment: Mathematics
EDUC-4772(3)	Practicum Block III - Elementary	EDUC-4863(3)	Senior Years Curriculum, Instruction and Assessment: Kinesiology
EDUC-4773(3)	Practicum Block IV - Elementary	EDUC-4864(3)	Senior Years Curriculum, Instruction and Assessment: Physics
EDUC-4774(3)	Practicum Block I - Senior Years	EDUC-4865(3)	Senior Years Curriculum, Instruction and Assessment: Theatre & Drama
EDUC-4775(3)	Practicum Block II - Senior Years	EDUC-4866(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: History and Philosophy of Science and Science Teaching
EDUC-4776(3)	Practicum Block III - Senior Years	EDUC-4867(3)	Senior Years Curriculum, Instruction and Assessment: Performance Production
EDUC-4777(3)	Practicum Block IV - Senior Years	EDUC-4868(3)	Curriculum, Instruction and Assessment: Principles of Learning French as a Second Language
EDUC-4778(3)	Practicum Block- Red River College	EDUC-4869(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Theory of Science Teaching
EDUC-4779(3)	Practicum Block - Supplementary		
EDUC-4820(3)	Early Years Education		
EDUC-4821(3)	Middle Years Education		
EDUC-4835(1)	Early Years Curriculum, Instruction and Assessment: Art		
EDUC-4836(1)	Early Years Curriculum, Instruction and Assessment: Drama		

EDUC-4870(3)	Senior Years (9-12) Curriculum, Instruction and Assessment: Literacy Across the Curriculum	EDUC-5410(3)	Understanding and Responding to Learning Disabilities
EDUC-4871(6)	Senior Years Curriculum Instruction and Assessment: Curriculum Design	EDUC-5411(3)	Youth Violence in Schools
EDUC-4872(2.5)	Practicum Block I - Early Years	EDUC-5412(3)	Gifted Education in the Inner-City
EDUC-4873(2.5)	Practicum Block I - Middle Years	EDUC-5420(3)	Introduction to School Guidance and Counselling
EDUC-4874(2.5)	Practicum Block I - Senior Years	EDUC-5421(3)	Theories and Issues in School Counselling
EDUC-4875(2.5)	Practicum Block II - Early Years	EDUC-5422(3)	Early and Middle Years School Counselling
EDUC-4876(2.5)	Practicum Block II - Middle Years	EDUC-5423(3)	Senior Years School Counselling
EDUC-4877(2.5)	Practicum Block II - Senior Years	EDUC-5424(3)	Group Guidance and Counselling in School Settings
EDUC-4878(2.5)	Practicum Block III - Early Years	EDUC-5425(3)	Counselling Ethics for Canadian School Settings
EDUC-4879(2.5)	Practicum Block III - Middle Years	EDUC-5426(3)	School Counselling Practicum Skills
EDUC-4880(2.5)	Practicum Block III - Senior Years	EDUC-5427(3)	Supervised School Counselling Practicum
EDUC-4881(2.5)	Practicum Block IV - Early Years	EDUC-5428(3)	Teaching Newcomers in Canada
EDUC-4882(2.5)	Practicum Block IV - Middle Years	EDUC-5429(3)	Peace and Development
EDUC-4883(2.5)	Practicum Block IV - Senior Years	EDUC-5430(3)	Sex and Health Education
EDUC-4884(3)	Practicum Block - Red River College	EDUC-5431(3)	Mental Health Promotion in Schools
EDUC-4887(2.5)	Supplemental Practicum	EDUC-5432(3)	Crisis and Trauma
EDUC-4890(3)	Senior Years Curriculum, Instruction And Assessment: General Methods	EDUC-5440(3)	Intro to Inclusive Ed I
EDUC-4891(3)	Practicum Block - Vocational Education	EDUC-5441(3)	Intro to Inclusive Ed II
EDUC-5001(3)	Special Topics in Education	EDUC-5442(3)	Working with Exceptional Children I
EDUC-5401(3)	Creative Problem Solving	EDUC-5443(3)	Working with Exceptional Children II
EDUC-5402(3)	Expanding Gifted Education	EDUC-5444(3)	Engaging Reluctant Learners
EDUC-5403(3)	Meeting the Needs of FAS/FAE Students	EDUC-5446(3)	Poverty and Potential
EDUC-5404(3)	Reaching the ADHD Child	EDUC-5447(3)	Sex, Gender, and Diversity
EDUC-5405(3)	Reclaiming Troubled Children and Youth	EDUC-5448(3)	Programming for Aboriginal Students
EDUC-5406(3)	Steps to Achieving Real-life Skills	EDUC-5449(3)	Bullying and Violence
EDUC-5407(3)	Teaching At-Risk Readers	EDUC-5450(3)	Risk and Resilience
EDUC-5408(3)	Teaching At-Risk Students in the Inner-City School	EDUC-5451(3)	Teachers and the Law
		EDUC-5452(3)	Leadership in Inclusive Education

## COURSE DESCRIPTIONS

All course descriptions for all undergraduate programs can now be found in the back portion of the print Undergraduate Academic Calendar. They are also available in one large PDF in the "Academic Calendar" section of the University website:

<http://uwinnipeg.ca/academics/calendar/index.html>

## EDUCATION (EDUC)

### Subject Areas and How They Can Be Used in the BEd Program

Area	Stream(s) Applicable to	Arts, Kinesiology or Science Major	Teachable Major	Teachable Minor	Comments
Aboriginal Language	All	No	Yes	No	UW/RRC Program only
Aboriginal Self Governance	All	Yes	No	No	See Note at end of table
Anthropology	All	Yes	No	Yes	

Area	Stream(s) Applicable to	Arts, Kinesiology or Science Major	Teachable Major	Teachable Minor	Comments
Applied Computer Science	All	Yes	No	No	
Art	Elementary	Yes (See Comment)	Yes	Yes	Available to After Degree students only who have completed degree elsewhere with art as a major
Bioanthropology	All	Yes	No	No	See Note at end of table
Biochemistry	All	Yes	No	No	See Note at end of table
Biology	All	Yes	Yes	Yes	
Biopsychology	All	Yes	No	No	See Note at end of table
Business and Administration	All	Yes	No	No	See Note at end of table
Business Education	Senior Years only	No	Yes	No	UW/RRC Program only
Chemistry	All	Yes	Yes	Yes	
Classics	All	Yes	No	Yes	
Communications	All	Yes	Yes (English)	Yes (English)	
Conflict Resolution Studies	All	Yes	No	No	See Note at end of table
Criminal Justice	All	Yes	No	No	See Note at end of table
Dance	Elementary	Yes	No	Yes	
Developmental Studies	Elementary	Yes	No	Yes	
Economics	All	Yes	No	Yes	
English	All	Yes	Yes	Yes	
Environmental Studies/Urban and Inner-City Studies	All	Yes	No	No	See Note at end of table
French	All	Yes	Yes	Yes	
Geography	All	Yes	Yes	Yes	
German	Elementary	Yes	Yes	Yes	
History	All	Yes	Yes	Yes	
Human Ecology	Elementary	Yes (See Comment)	Yes	Yes	Available to After Degree students only who have completed degree elsewhere with Human Ecology as a major
Indigenous Studies	All	Yes	Elementary	Elementary or Senior Years	

Area	Stream(s) Applicable to	Arts, Kinesiology or Science Major	Teachable Major	Teachable Minor	Comments
Industrial Arts Education	Senior Years	No	Yes	No	UW/RRC Program only
International Development Studies	All	Yes	No	No	See Note at end of table
Kinesiology and Applied Health	All	Yes	Yes	Yes Note: Elementary students require 18 ch for Minor	
Law	All	Yes (See Comment)	No	Yes	Available to After Degree students only who have completed degree elsewhere with Law as a major
Mathematics	All	Yes	Yes	Yes	
Music	Elementary	No	Yes	Yes	Available to After Degree students only who have completed degree elsewhere with music as a major
Philosophy	All	Yes	No	Yes	
Physics	All	Yes	Yes	Yes	
Politics	All	Yes	No	Yes	
Psychology	All	Yes	No	Yes	
Religious Studies	All	Yes	No	Yes	
Rhetoric, Writing, and Communications	All	Yes	No	No	See Note at end of table
Sociology	All	Yes	No	Yes	
Spanish	Elementary	Yes (See Comment)	Yes	Yes	Available to students in the Early Years, Elementary Stream only. Not available to students in the Senior Years stream.
Statistics	All	Yes	No	No	
Theatre and Film	All	Yes	Yes	Yes	
Vocational Education	Senior Years	No	Yes	No	UW/RRC Program only
Women's and Gender Studies	All	Yes	No	No	See Note at end of table

**Note: Interdisciplinary majors generally consist of courses from a variety of departments, some of which may be recognized teachable subjects. Students with interdisciplinary majors may select individual teachable courses within that major, which could also be applied toward a teachable major and/or minor.**



